

U. S. Department of Education
Office of Vocational and Adult Education

The Carl D. Perkins
Career and Technical Education Act of 2006

STATE PLAN COVER PAGE

State Name: MAINE

Eligible Agency Submitting Plan on Behalf of State:

Maine State Board of Education

Person at, or representing, the eligible agency responsible for answering questions on this plan:

Signature: Wanda Monthey

Name: Wanda Monthey

Position: PK-20 Team Leader

Telephone: (207) 624-6831

Email: Wanda.Monthey@maine.gov

Type of State Plan Submission (check one):

5-Year Full Plan – FY 2008 – FY 2013

1-Year Transition Plan – FY 2007-2008

Special Features of State Plan Submission (check all that apply):

Unified - Secondary and Postsecondary

Unified - Postsecondary Only

Title I only (All Title II funds have been consolidated under Title I)

Title I and Title II

TABLE OF CONTENTS

| | |
|---|-----|
| COVER PAGE | |
| TABLE OF CONTENTS..... | 2 |
| INTRODUCTION | 3 |
| PART A: STATE PLAN NARRATIVE | 14 |
| Planning, Coordination, and Collaboration Prior to Plan Submission..... | 15 |
| Program Administration..... | 31 |
| Provision of Services for Special Populations..... | 67 |
| Accountability and Evaluation..... | 72 |
| Tech Prep Programs..... | 82 |
| Financial Requirements | 83 |
| EDGAR Certifications and Other Assurances..... | 87 |
| PART B: BUDGET FORMS..... | 88 |
| PART C: ACCOUNTABILITY FORMS..... | 91 |
| I. Student Definitions | 92 |
| A. Secondary Level..... | 92 |
| B. Postsecondary/Adult Level | 92 |
| II. Final Agreed Upon Performance Levels (FAUPL) Form..... | 93 |
| A. Secondary Level..... | 94 |
| B. Postsecondary/Adult Level | 101 |
| APPENDICES | |
| A. Summary of Public Law 2007, Chapter 240, Part XXXX..... | 109 |
| B. Invitation and agendas from Stakeholders Groups/Public Hearings | 112 |
| C. Strategic plan for CTE 2005 | 138 |
| D. Public Hearings via ATM | 176 |
| E. Articulation Agreement Template | 180 |
| F. Enhanced Articulation Agreement Template..... | 184 |
| G. Program of Study Agreement Template | 188 |
| H. Programs of Study..... | 201 |
| I. High School Reform | 211 |
| J. Online Grant Application and Letter to Schools..... | 214 |
| K. Maine State Standards of Service for Students Who are Members of Special Populations..... | 242 |
| L. Organizational Chart..... | 247 |
| M. Negotiation Plans..... | 249 |
| N. Formula distribution to eligible recipients..... | 252 |
| O. Live Work Policy..... | 253 |
| P. Part C Accountability Forms | 255 |
| Q. Perkins III to Perkins IV Summary..... | 269 |
| R. Perkins IV Work Plan | 278 |
| S. Technical Skill Guidance..... | 283 |

MAINE STATE PLAN FOR CAREER AND TECHNICAL EDUCATION

INTRODUCTION

This five year plan is being prepared against the backdrop of a dramatic transition in the delivery of Pre K-12 education in Maine. These changes were spurred by several factors including the following:

- the secondary education reform initiatives funded by federal, state and private funds, including Secondary Redesign and No Child Left Behind
- the advice of national experts such as Dr. Willard Daggett, Dr. Michael Fullan, Dr. Dylan Wiliam, and Dr. Anne Davies
- several reports on the need for change such as “The Learning State: Maine Schooling for the 21st Century” by the Select Panel on Revisioning Education in Maine, September 2006; the Brookings Metropolitan Policy Program’s report, “Charting Maine’s Future,” Fall 2007; the Partnership for 21st Century Skills, and the American Diploma Project, which is made up of Four organizations – Achieve, The Education Trust, the National Alliance of Business and the Fordham Foundation.

In response to the findings generated by this research the legislature has passed a new law in Maine which will reorganize how education is delivered. The legislation is titled “An Act Making Unified Appropriations and Allocations for the Expenditures of State Government, General Fund and Other Funds, and Changing Certain Provisions of the Law Necessary to the Proper Operations of State Government for the Fiscal Years Ending June 30, 2007, June 30, 2008 and June 30, 2009” The Main policy objectives of this act follow:

Summary of Public Law 2007, Chapter 240, Part XXXX

Updated 11/7/07

State Policy Objectives

The law sets forth state policy to ensure that schools be organized as units in order to provide equitable educational opportunities, rigorous academic programs, uniformity in delivering programs, a greater uniformity in tax rates, more efficient and effective use of limited resources, preservation of school choice and maximum opportunity to deliver services in an efficient manner.

All school units, of whatever form and whatever size – SADs, CSDs and municipal school units, small and large – must:

1. Work with other units to reorganize into larger, more efficient units; or
2. Where expansion of the unit would be impractical or inconsistent with state policy, reorganize their own administrative structures to reduce costs.

Process

The Commissioner of Education or her designee will convene meetings in each Career and Technical Education region to provide information, assistance and suggested alignments of school units. The Commissioner can suggest alignment of units, but local units aren’t required to follow those suggestions and will ultimately pick their own partners.

SAUs will file a “Notice of Intent” with the Commissioner by August 31, 2007 and then work to develop a reorganization plan by December 1, 2007, or, if an SAU is exempted by the Commissioner, an “alternative plan.” (This section updated 11/7/07)

Reorganization Planning Committees will be formed locally and will determine the structure of the proposed new Regional School Unit (RSU). Key decisions of governance, including the size and composition of the board, and the method of voting, will be made by the Reorganization

Planning Committee and are part of the reorganization plan that will be submitted first to the Department of Education and then voted on by all voters in the member communities of the proposed RSU. If the reorganization plan is approved by the voters, elections will then be held for seats on the RSU school board.

The Department of Education will provide facilitators to SAUs that request them to provide technical assistance and guidance through the process.

School Unit Size and Number

Existing school units should aim to form regional school units of at least 2,500 resident students, except where geography, demographics, population density, transportation challenges and other obstacles make 2,500 impractical. Where 2,500 is impractical, the units must aim to create units of at least 1,200 students.

Offshore islands and tribal schools are not subject to a minimum size requirement.

Legislative intent of the law is to create a maximum of 80 school units or the number of units appropriate to achieve administrative efficiencies. The Commissioner may not refuse creation of a unit solely because it causes the number of units in the State to exceed 80.

<http://www.maine.gov/education/supportingschools/index.html>

Appendix A **Summary of Public Law 2007, Chapter 240, Part XXXX**

Concurrent with the new regionalization law is the revision of the Maine *Learning Results*, the state academic standards. Career and Technical Education (CTE) directors and teachers were involved in this process as representatives on the content panel review committees. There has been a concerted effort on the part of the Commissioner to insure broad scale involvement. A summary of the revision process and information on the MLR follows:

Learning Standards and Guidelines

When the Maine State Legislature adopted the *Learning Results* in 1996, it established learning standards for all Maine students educated at public expense. These grade span (PK-2, 3-4, 5-8, and 9-12) standards in career preparation, English language arts, health and physical education, mathematics, modern and classical languages, science and technology, social studies, and visual and performing arts identify the knowledge and skills essential to prepare Maine students for work, for higher education, for citizenship, and for personal fulfillment. In addition, grade level expectations in reading and mathematics for grades 3, 5, 6, and 7 were developed in 2003-2004 and guidelines for early childhood were published in March of 2005.

Maine Learning Results

The revised [Learning Results: Parameters for Essential Instruction](#) reflect the knowledge and skills essential for college, career, and citizenship in the 21st century. They are in effect as of October 22, 2007. The grade level expectations (GLEs) for mathematics and reading and grade span expectations for science will be used for MEA testing in March 2008.

The [1997 Learning Results](#) will be used for Maine High School Assessment (MHSA) testing in mathematics, reading, writing and science in the spring of 2008.

[Maine Learning Results Rules Documents](#) – Chapter 125 Basic Approval Standards: Public School and School Administrative Units; Chapter 127 Instruction Program, Assessment and Diploma Requirements.

[Grade Level Expectations \(GLEs\) 3-8](#) - In December of 2001, President Bush signed into law the educational reform act, No Child Left Behind (NCLB). One of the key features of NCLB requires every state to test annually all students in grades 3-8 in reading and mathematics against individual state standards-in our state, the Maine *Learning Results*. States, such as Maine that had

only grade span standards were required to develop specific grade level expectations (GLEs) and clearly define what was to be assessed each year.

For more information please see www.maine.gov/education .

Maine has met with their various Perkins stakeholders, representatives from secondary and postsecondary CTE, adult education, special education, nontraditional training organizations, university, and correctional institutions several times over the last 2 years to engage them in a discussion of the use of the Perkins funds given the trends and implications for the Maine workforce, the findings and recommendations of the PK-20 Task Force, the CTE Strategic Plan, and the transformation of Maine high schools.

The fall 2007 Stakeholder meetings/public hearings focused the Perkins IV plan activities according to the Consolidated Annual Reporting System (CARS) performance indicators and how the plan can best improve these standards of performance.

The group members identified activities that Maine CTE could engage in to move Maine's agenda forward. They also identified ways CTE could partner with others to maximize resources. Professional development was a theme that ran throughout the discussion. For all categories, group members expressed a need for clear direction, benchmarks to measure success, and any prioritization to be data driven. It is important to note that services for special populations are embedded in all of the categories as integrated components, not as stand-alone programs.

These discussions and suggestions, coupled with Maine's initiatives in high school redesign and the development of a seamless education system, were the basis for the transition plan and formed the foundation of the 5-year Perkins State Plan.

Appendix R – Perkins IV Work Plan

Perkins IV Work Plan

FEDERAL PERFORMANCE MEASURES

Perkins IV Performance measure

Academic Attainment (1S1, 1S2)

- *Secondary - Literacy Initiatives*
 - *Mentor training*
 - *Literacy workshops*
 - *Promising Practices initiative*
 - *Leadership training*
 - *Technical skill test analysis*
- *Secondary - Academic Integration –high school reform*
- *Postsecondary-Academic Integration-current and expand with Programs of Study*
- *Secondary - Numeracy Initiative – partnering with MDOE work across content areas*

Perkins IV Performance measure

Technical Skill Attainment (2S1, 1P1)

- *Equipment acquisition and new program start up- keep Maine CTE current with industry needs*
- *Secondary - Nationally Recognized Technical Skill (NRTS) certification research*
- *Secondary-Program specific CTE discussion- Nationally Recognized Technical Skill Standards*
- *Secondary and postsecondary-research/develop/adopt technical skills assessment*
- *Secondary and postsecondary-Develop and implement a plan to meet the federally recognized assessment standards*

Perkins IV Performance measure

School Completion, retention and transfer (3S1, 3P1)

- *Methods of Administration site visits*
- *Articulation/Dual Enrollment (Secondary/Postsecondary) requirement*
- *Special Population services*
- *Career and Technical Student Organizations (CTSOs)*

Perkins IV Performance measure

Graduation Rates, Credential, Certificate or Degree (4S1, 2P1)

- *Secondary – Research grade 9-12 programs*
- *Secondary – Research exploratory programs as part of a career pathway*
- *Programs of Study secondary to postsecondary*
- *High school diploma and program completion –CTE a partner in high school redesign*

Perkins IV Performance measure

Placement (5S1, 4P1)

- *Secondary and Postsecondary- continue with current initiatives*
 - *Accuplacer*
 - *Programs of Study*
 - *Apprenticeship*
 - *Internships*
 - *Speakers from Business and Industry*
 - *Student Portfolios*
 - *PSAT for all grade 10 and all grade 11 students*
 - *SAT for all 11th grade students*
- *Required Articulation and enhanced articulation agreements*
- *Stronger ties with Business and Industry*
- *Explore data collection possibilities*
- *Secondary-Expand pre-apprenticeship opportunities*
- *Postsecondary- expand apprenticeship opportunities*
- *Student Retention*

Perkins IV Performance measure

Nontraditional Placement (6S1, 6S2, 5P1, 5P2)

- *Nontraditional exploratory events*
- *Postsecondary gender equity and childcare programs*
- *8.5% initiatives*

STATE PERFORMANCE MEASURES

State of Maine Performance Measure

Business and Industry

- *Mandatory Program advisory committee requirements*
 - *PAC meets at least annually- with a suggestion to meet during each semester.*
 - *Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders*
 - *Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program*
 - *Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).*
 - *Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.*

State of Maine Performance Measure

Evaluation

- *Program Evaluation and Improvement*
 - *Annual program review – at the local level*
 - *Participation of the PAC*
 - *Common evaluation instrument for all programs – developed at the local level*
 - *Comprehensive School Review every 5 years*

State of Maine Performance Measure Professional Development

- *Develop and Implement Professional Development on CTE and Academic program Integration*
 - *Literacy*
 - *Numeracy*
 - *Revised MLR's*
 - *Collaboration with other federal initiatives*
- *Professional Development-technical skill attainment- MDOE and CTE Schools*
- *Professional Development-statewide-teacher training-MDOE and CTE schools*
- *Teacher Development-retention and recruitment*

State of Maine Performance Measure Data Collection

- *Data collection, analysis and use-maintain current collection (statewide data collection MDOE)*
 - *Academic Attainment*
 - *Graduation rate*
 - *School completion*
 - *Placement*
 - *Nontraditional placement*
- *Gather data on technical skill attainment*
 - *MDOE will comply with federal regulations as determined and required*
- *Collaborate with other agencies to obtain information on high skill, high wage, high demand occupations*
 - *Information available on an annual basis*
 - *Maine Jobs Council, as the State Workforce Investment Board, will review data from the Center for Workforce Research & Information (CWRI) and generate a targeted list of occupations for the competitive Skills Scholarship Program (CSSP)*
 - *Maine Department of Labor will make this information available on their website.*
 - *MDOE, local secondary directors and postsecondary staff will attend and participate in State and national conventions to attain information on current or emerging occupational opportunities.*

State of Maine Performance Measure Collaboration

- *Secondary collaboration*
 - *Local grantees will develop procedures to ensure coordination and non-duplication among programs*
 - *Programs of study*
 - *Local workforce boards*
 - *Other state and federal agencies*
- *Postsecondary collaboration*
 - *Local grantees will develop procedures to ensure coordination and non-duplication among programs*
 - *Programs of study*

- *Local workforce boards*
- *Other state and federal agencies*
- *Required collaboration with WIA*

State of Maine Performance Measure

Accountability

- *Negotiated state performance levels with Federal DOE*
 - *Negotiate the CARS indicators using the actual data figures on the Maine data collection system*
 - *Increase performance levels using activities in the workplan*
- *Negotiated local levels with State DOE*
 - *Develop negotiation process*
 - *Have locals provide performance measures if different than state agreed upon performance levels*

State of Maine Performance Measure

Special Populations

- *Special Populations*
Description of how grantees implement program strategies for Special Populations including how individuals
 - *Will be afforded equal access to all activities.*
 - *Will not be discriminated against on the basis of their status as members of special populations.*
 - *Will be provided with programs to meet or exceed State adjusted levels of performance.*
 - *Will be prepared for further learning and for high-skill, high-wage, or high-demand occupations.*
 - *How funds will be used to promote preparation for high-skill, high-wage, or high demand and non-traditional fields.*

Appendix B

Invitation and agendas from Stakeholders Groups/Public Hearings

Secondary CTE System

Maine is in the process of reforming its secondary education system. The goal is to make certain that ALL Maine students are ready for career, postsecondary, and citizenship when they graduate from high school. In order to accomplish this, the Commissioner of Education will submit to the Legislature, as part of the high school redesign, recommendations regarding core courses, staffing, curriculum, instruction, assessment, professional development and school approval. These new requirements will be for ALL Maine students and apply to ALL public high schools in Maine.

Maine's high schools provide a range of pathways into the high skills workforce through a variety of CTE program offerings. Every high school student from Kittery to Fort Kent has the opportunity to access CTE programs. Maine currently provides CTE through a network of 26 centers and regions across the State. Maine has 18 CTE centers and 8 CTE regions at the high school level that offer choices and articulation which provide a pathway to the labor force and

also provide a pathway to postsecondary education. CTE provides a meaningful context for learning. CTE students test academic theories through real-world applications. CTE educators coordinate between academic and technical skill standards to create the conditions that allow students to reach high levels of achievement in both academic and technical content. These schools will continue to exist under the restructuring, although their governance may be different.

The Strategic Plan that was developed for CTE in 2004 (see the 2006-2007 Interim State Plan) integrates well with the new vision for education in Maine. The State is committed to the continued implementation of the strategic plan and has developed a continuous improvement process that will assure continued review of the implementation of the recommendations. The 5 Vision Areas identified are as follows:

Appendix C Strategic plan for CTE 2005

Vision Area #1: A Student-Centered Education

The learning and development needs of students govern educational decisions.

Vision Area #2: Integration

All students benefit from an integrated system of academic and applied learning, based on rigorous expectations and standards, throughout their school experience.

Vision Area #3: Literacy

All students and teachers place the highest priority on students' attainment of literacy at levels that will serve them throughout their lives as productive citizens and lifelong learners.

Vision Area #4: Data Analysis

Rigorous data analysis drives educational decisions and resource allocation.

Vision Area #5: Partnership

A partnership between education and business and industry enriches both sectors and informs all students' educational experience.

An especially important part of the CTE Visioning Conference in June 2004 was the participants' identification of the "positive core" of CTE – its qualities and attributes when CTE is at its best, the core strengths of CTE to build on in the future. The attributes, arranged under 5 categories, are as follows:

Applied Learning Model

- Integration of knowledge and application; translation into real life skills through hands-on, applied learning, reinforcing academic concepts
- Opportunities relevant to students' interests and aptitudes
- Natural links to academics and to business and industry

Industry/Career Pathway Standards

- Ensures that technical skills and knowledge in programs are current and valid
- Universal acceptance of skill attainment and portability of credentials and credits

- Enables articulation with postsecondary programs

Student Engagement

- A voluntary alternative, accessible to all
- Student involvement in learning and teaching
- Love of learning, leading to lifelong learning
- Practicing work ethic in an adult environment
- Increased student confidence, self-esteem

A Committed Faculty

- Supported and inspired by its close ties to industry
- Passionate and knowledgeable
- Flexible – able to individualize learning for students

Relationships

- Teacher-student relationships are human, personal
- Students feel valued
- Small class size

The use of Applied Learning with a focus on technical skill attainment and related concepts lies at the heart of CTE. Applied learning is what allows CTE to have a positive impact on students, as students and teachers share the responsibilities for defining and solving problems and then assessing results.

Maine’s population does not have the critical mass to offer CTE programs through comprehensive high schools; rather, the current (and proposed) configuration allows access to CTE programs for all students in the State. Given this structure, the sending schools or high schools in the State are the primary deliverers of the academic content and the CTE schools are the primary deliverers of the skill content. Maine recognizes the value and impact of contextual learning for student achievement and has been utilizing federal and State funds to strengthen its standards in both the academic and skill content of its CTE programs to:

1. develop a plan to review/revise skill standards which are compatible with national and State defined skill standards where appropriate;
2. support literacy initiatives in CTE schools;
3. develop seamless pathways from Maine’s secondary CTE programs to community college and university programs;
4. develop a statewide accountability system;
5. support professional development at the secondary and postsecondary levels;
6. promote nontraditional education in all CTE programs;
7. ensure that special populations are served; and
8. link skills standards to the “Learning Results-Parameters for Essential Instruction”.

Expansion of contextual learning for all students is a recommendation in Vision Area #2 of the CTE strategic plan. Work has begun on integrating academics and applied learning. The vision outlined in the CTE strategic plan states: “All students benefit from an integrated system of academic and applied learning based on rigorous expectations and standards, throughout their

school experience.” The vision is that “all secondary learning institutions, including CTE and sending schools, encourage and support the integration of rigorous and relevant career, academic, interpersonal, technical and life skills with applied learning models in all aspects of the teaching and learning process, for all students at all grade levels. Thus we ensure the greatest probability of success in our students’ personal and professional lives. In appreciation of each individual’s strengths, interests, and limitations, our schools support all students in building social, academic, and technological literacies that will serve them throughout their lives.” Both federal and State funds are being used to encourage innovative models of integration.

Maine was a recipient of a National Governors Association (NGA) grant for high school redesign. Some of those funds were used in the 2005-2006 school year to support the identification of promising practices for integrating academics and CTE, for supporting the teaching of literacy strategies in the (CTE) content areas, for developing a mentoring model for CTE teachers, and for assisting CTE and sending schools in the development of local action plans for integration. This work has continued during the transition plan year supported by Perkins funds. This plan will continue this work using Perkins funds for these purposes. The promising practices are on the Maine CTE website, www.schoolswork.org.

Postsecondary CTE System

Maine Community College System (MCCS)

The Maine Community College System (MCCS) began in 1946, with the creation of the Maine Vocational Technical Institute (MVTI) in Augusta. During the 1960’s a total of 5 new institutes were established: Northeastern Maine Vocational Institute in Presque Isle (1961), Androscoggin State Vocational Institute in Lewiston (1963), Eastern Maine VTI in Bangor (1965), Washington County VTI in Calais (1968), and Kennebec Valley VTI in Waterville (1969). (The seventh campus in York County - York County Technical College - was established in 1994.) From the beginning, VTI programs were based on the philosophy that remains deeply imbedded in the community colleges today: to prepare people for careers as well as for future growth and career change. The balance of objectives was reflected in the curricula, which included a combination of technical and general education courses.

As the VTIs established a history of success and growth, the institutes came into their own as a viable, respected part of Maine’s public higher education system. With steadily increasing enrollment and high graduate placement, the institutes were clearly filling an important role, preparing Maine citizens for technical careers, and providing employers with a much-needed pool of skilled workers. At the same time, the institutes’ role had broadened: they had become integral, valued parts of their communities; affordable, accessible centers of learning; key partners in local economic development efforts; and valued training providers for area employers. The growing public support that the VTIs enjoyed among policy makers and, especially, among their local constituencies, has become a hallmark of the institutes that continues today.

In 1986, the Maine VTIs separated from State government and were established as Maine Vocational Technical Institute System, an autonomous system similar in structure to the University of Maine System. Fueling the change was the belief by members of the Maine Legislature that the only way the VTIs could flourish and achieve their full potential in meeting the growing needs of the State was with higher visibility at the State level and an administrative

structure independent from the State, allowing for greater flexibility to respond to rapid shifts in the labor market and business needs. A Board of Trustees was established by the Legislature as the System's sole policy-setting authority, and a System Office was created to serve as staff to the Board, and to provide coordination, technical support and state-level leadership to the colleges. In 1989, the change continued when the names of the VTIs were changed to Technical Colleges. This change was intended to clarify the distinction between the secondary and postsecondary vocational education systems, and to more accurately reflect their role as institutions of higher education.

The evolution of the workplace and the changing economy had wide-ranging implications for the technical colleges as there was a growing need by employers for employees with a strong academic foundation to build upon as work processes and technologies evolved as well as strong complementary skills, such as communication, teamwork and problem solving. For the technical colleges, this resulted in a strengthening and diversification of academic course offerings, and incorporating the “soft” skills into curricula, as well as utilizing technology in virtually all aspects of the learning process.

In 2002, the Maine Technical College System moved to the Maine Community College System. At that time, Maine was in the midst of a growing dialogue among policy makers and others about Maine's low college participation and attainment levels. Central to those discussions was a growing consensus that Maine’s lack of a comprehensive community college system—which in most other states provides low-cost access to higher education—was a major factor in Maine's low college-going rates. The official establishment of the Maine Community College System marked the beginning of an era of major growth. Degree enrollment in the seven colleges has grown by 57 percent since 2002. (As of fall 2007.)

Today, the 7 community colleges offer a diverse mix of programs and services designed to meet Maine's workforce needs, both regionally and statewide, and prepare individuals for continued education at 4-year colleges. In all, over 11,000 degree-seeking students and another 13,000 credit and non-credit students are served by the colleges each year. Together, offerings include over 300 one- and two-year programs in allied health, technology, environmental sciences, automotive technology, construction, early childhood education, electrical and electronics, graphic arts/printing, hospitality, pulp and paper, business and financial services, biotechnology, metals manufacturing, marine occupations and many others.

The colleges of the MCCS are now accredited through the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). Each program offered by the MCCS must meet the rigorous CIHE standards which combines academic courses in both general education and technical skills in order to produce a well educated and skillfully trained Maine citizen. As a System, the Maine Community Colleges work to:

- Ensure that graduating students are successful in obtaining certification and/or licensure in their field of study as required for employment.
- Ensure faculty are encouraged to achieve higher levels of academic credentials.
- Emphasize the importance of occupational education aimed at a more highly credentialed workforce in the mission of the community colleges in the MCCS. (The MCCS is committed to having 80% of programs of study offered at each college be occupational.)

Part A. Narrative

I. PLANNING, COORDINATION, AND COLLABORATION PRIOR TO PLAN SUBMISSION

A. Statutory Requirements

- 1. Conduct public hearings, after appropriate and sufficient notice, for the purpose of affording all segments of the public and interested organizations and groups (including charter school authorizers and organizers consistent with State law, employers, labor organizations, parents, students, and community organizations), an opportunity to present their views and make recommendations regarding the State plan. [Sec. 122(a)(3)]**

INFORMATIONAL MEETINGS & STAKEHOLDER MEETINGS/PUBLIC HEARINGS ON PERKINS IV

| <u>Date</u> | <u>Place</u> | <u>Time</u> | <u>Purpose</u> |
|---------------------------|---------------------------------------|----------------|--|
| 15-Jun-04 to 17-Jun-04 | PATHS | 9:00- 4:00 | CTE Strategic Plan development |
| 22-Mar-05 | Augusta | 9:00- 4:00 | CTE Strategic Plan follow up |
| 19-Dec-05 | Burton Cross Building | 8:00- 4:00 | Perkins III fy07 plan amendment and possible transition into Perkins IV |
| 18-Jan-06 | N/A | N/A | Letter sent to Community Colleges from Gary Crocker about Tech Prep funds being folded into the Basic grant funds |
| 9-Nov-06 | Informational letter on Perkins IV | N/A | Sent to Superintendents of Schools, Principals, Adult Education Directors, community Colleges and CTE Directors |
| 6-Dec-06 | KVCC | 9:00- 11:00 | Informational Meeting with Michael Brustein on Perkins IV requirements |
| 20-Dec-06 | MCCS office | 8:00- 3:00 | Stakeholders meeting/public hearing on development of the Perkins IV Transitional Plan |
| 16-Jan-07 | Maple Hill Farm, Hallowell | 3:00- 4:30 | State Director of CTE met with Cathy Newell President of the Maine Adult Ed Association to provide additional info on Perkins IV and the loss of Perkins funding |
| 14-Feb-07 | Burton Cross Building | 1:00- 2:00 | State Board meeting- Perkins funding and Adult Education |
| 27-Feb-07 | MCCS office | 9:00- 12:00 | Stakeholders meeting/public hearing to review Perkins IV transitional plan |
| 6-Mar-07 | N/A | N/A | Letter sent to Maine Adult Education Association President on Perkins IV |
| 13-Mar-07 | Burton Cross Building | 1:00- 2:00 | State Board meeting- Perkins Plan, Adult Ed Perkins Funding |

INFORMATIONAL MEETINGS & STAKEHOLDER MEETINGS/PUBLIC HEARINGS ON PERKINS IV

| | | | |
|-----------|------------------------------|-----------------|--|
| 7-Apr-07 | N/A | N/A | MDOE state transitional plan sent to Feds |
| 11-Apr-07 | Burton Cross Building | 10:- 11:00 | State Board meeting- review and approval of state plan and sp.pops doc. |
| Aug-07 | Community College Campuses | | Lora Downing, Interim State CTE Director and Perkins Grant Administrators at the CC level, Gary Crocker and Donna Tiner visit every Community College Campus (7) to provide technical assistance on Perkins IV |
| 14-Sep-07 | Burton Cross Building-ATM | 9:00- 10:00 | Meg Harvey and Donna Tiner met the Maine Adult Education Association Board to provide guidance on Perkins IV and articulation agreements |
| 27-Sep-07 | China Lake Conference Center | | Statewide Educational Summit-CTE discussed attendees= parents, students, community, industry, and educational leaders |
| 11-Oct-07 | Burton Cross Building | 4:00- 5:30 | Lora Downing, Interim State CTE Director and Meg Harvey met with Commissioner Gendron to discuss Perkins grant funds distribution |
| 18-Oct-07 | South Portland Marriott | 10:30- 11:45 | Roundtable held at Adult Education State Conference on Adult Ed articulation agreements with Community Colleges- MDOE- CTE and CC administrators |
| 15-Oct-07 | Maple Hill Farm, Hallowell | 9:00- 3:00 | Stakeholders meeting/public hearing to develop the 5 year Perkins IV plan |
| 6-Dec-07 | Maple Hill Farm, Hallowell | 9:00- 3:00 | Stakeholders meeting/public hearing to review the 5 year Perkins IV plan |
| 1-Feb-08 | Maine Jobs Council | 8:00- 1:00 | Maine Jobs Counsel reviewed and endorsed state plan |
| 8-Feb-08 | Public Hearings held | 2:30- 4:30 | Lewiston, Augusta, Rumford and Presque Isle by ATM |
| 21-Feb-08 | State Board - Augusta | 9:00- 3:00 | Preliminary presentation for acceptance |
| 12-Mar-08 | State Board- Augusta | 9:00- 3:00 | Final presentation for acceptance |

2. Include a summary of the above recommendations and the eligible agency's response to such recommendations in the State plan. [Sec. 122(a)(3)]

**Carl Perkins Stakeholders Session/Public Hearing
October 15, 2007 and December 6, 2007
Activities and Stakeholder/Public Input**

Carl Perkins Performance Measure(s)

Secondary:

1S1 Academic Attainment – Reading/Language Arts

1S2 Academic Attainment – Mathematics

(Determined by NCLB percentages negotiated for Maine)

Postsecondary:

N/A

Related Initiatives & Activities

Current:

Secondary - Literacy Initiatives

- Mentor training
 - suggestions
 - Need to provide opportunity to all schools- 2 year phase in
 - Ongoing to keep revolving staff current
 - Program specific format attractive to teachers
- Literacy workshops
 - suggestions
 - Imbed into teacher training programs
 - Support and continue
- Promising Practices initiative
 - suggestions
 - Develop criteria as to what best practice is
 - Support and continue
 - expand to support getting CTE and CC instructors / faculty together
- Leadership training
 - Suggestions
 - Designed to provide the CTE Directors with professional development (2 half days) this school year
 - Recommend continuing to commit to the 2 half days with whatever subject is relevant to the Directors
 - Recommend training, when feasible, include CP IV partners, too (Community Colleges, Adult Ed, State agencies, business, etc.) – depending on topic

- Technical skill test analysis
 - suggestions
 - Support it -- it is critical to CTE students' success that an instructor be able to assess that the test being administered is within range of the student's reading level
 - Once this year is "completed", analyze what is learned & develop strategies to address
 - Recommend a CC / CTE interface on the reliability / validity of the tests
 - Use analysis to drive curriculum

Secondary - Academic Integration- Applied Academic Instructors, high school and CTE Partnerships

- suggestions
 - possible link to the syllabus (syllabi) project that MDOE is implementing
 - The 1859 and re-org initiatives may impact this function
 - sustain / expand with CTE / partner and CC links
 - consider common calendar and its impact

Postsecondary-Academic Integration- within programs as a program requirement

Proposed:

Secondary - Begin Work on Numeracy Initiative

- Suggestions
 - Support and expand
 - Link with MDOL to begin to address literacy / numeracy standards
 - Use literacy model for rollout
 - Use Industry representatives, member companies and associations available to be used to help identify numeracy competency needs and requirements for CTE instructors & students

Develop and Implement Professional Development on CTE and Academic program Integration

- Suggestions
 - Use the "Professional Learning Community" model as the method to develop / support / refine this initiative as it's a model the academic principals are very familiar with
 - Communicate this initiative through MPA's annual conference (via a workshop)
 - Suggest CTE info provided in orientation to new / assistant principals
 - Use 21st Century model / structure to approach – focus on what the STUDENT needs

- develop an evaluation tool to assess the effectiveness of this PD initiative; student relevance should be a criteria
- sustained and measurable back to student achievement
- provide professional development on industry supported activities with industry partnering/providing some of the training

Carl Perkins Performance Measure(s)

Secondary:

2S1 Technical Skill Attainment
 (Technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.)

Postsecondary

1P1 Technical Skill Attainment
 (Technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.)

Related Initiatives & Activities

Current:

Secondary - Nationally Recognized Technical Skill (NRTS) certification research

- CCD, data has been provided
 - Suggestions
 - Keep current by researching for new standards every 3 years

Secondary-Program specific CTE discussion around Nationally Recognized Technical Skill Standards

- Tech updates with Linda Smith
 - suggestions
 - Addition facilitation for programs who have not selected a standard

Secondary - NOCTI technical skill assessment pilot

- Building Trades

Equipment acquisition and new program start up to keep Maine CTE current with industry needs

Proposed:

Secondary and postsecondary-Research/Develop or adopt NRTS assessment

Secondary and postsecondary-Develop and implement a plan to meet the federally recognized assessment standards

- Suggestions
 - As MDOE/CTE's are approaching the NRTS implementation, ensure there is:
 - a clear process in place;
 - provide professional development on student support as they transition to industry
 - provide professional development on skills standards, curriculum, assessment and certification; and,
 - articulate the threshold between the CTE s and CCs so it's clear to / for students (i.e. what % of CTE curriculum adheres to industry standards).
 - Ensure that statewide there be equity in student access to technical programs; assess on a regular basis whether a “core” of technical programs is available everywhere in the State
 - More collaboration between industry (associations and individual companies) at the MDOE & CTE schools as industry standards are put in place
 - More collaboration between industry (associations and individual companies) at the MDOE & CTE schools as the revised MLR's are introduced
 - Better tools and knowledge to know when to training for the future vs. the now

Carl Perkins Performance Measure(s)

Secondary:

3S1 Secondary School Completion-CTE school completion

Postsecondary:

3P1 Student Retention or Transfer

(CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution.)

Related Initiatives & Activities

Current:

Methods of Administration site visits

Articulation/Dual Enrollment (Secondary/Postsecondary)

- Suggestions
 - As measure is developed, need to consider secondary & postsecondary articulation agreements and their role in establishing completion “definitions”
 - MDOE continue to provide technical assistance on how the CTE schools and CCs can interface with Adult Education,

Women, Work & Community and Women Unlimited using Carl Perkins funding.

Special Population services

- Tutoring
- Disability support
- Childcare
- Transportation

Career and Technical Student Organizations (CTSOs)

Proposed:

No new initiatives or activities proposed by MDOE

- Suggestions from stakeholders/public
 - Address the concern about enrolling students (more at postsecondary than secondary levels) in high growth / high demand industries, who then are recruited out of the program before completing
 - Establish partnership with industry to address this issue

Carl Perkins Performance Measure(s)

Secondary:

4S1 Student Graduation Rates

(Graduation rate as described in Section 111(b)(2)(C)(vi) of the ESEA

Postsecondary:

2P1 Credential, Certificate, or Degree

(CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.)

Related Initiatives & Activities

Current:

Student advising

Proposed:

Secondary - To research the potential for expanding CTE programs to include grades 9-12 instead of only grades 11 and 12

Secondary - Research the benefits of an exploratory program as part of a career pathway

- Suggestions
 - Support the exploration and development of these programs
 - Student exploratory program as a career pathway / must be experiential / start as early as possible (CP IV funds can support activities for students in the 7th grade, but not lower grades)

Continue to research and develop academic and technical Programs of Study secondary to postsecondary

- Suggestions
 - CTE schools and CCs need to continue to reduce curriculum repetition and redundancy; currently, there are CTE programs on the secondary and postsecondary level that use the same curriculum

Explore high school diploma and program completion possibilities.

- Suggestions from stakeholders/public
 - If a student doesn't achieve the academic standards under the MLR, is there is still the potential to receive a certificate of CTE program completion?

Carl Perkins Performance Measure(s)

Secondary:

5S1 Secondary Placement - (Postsecondary education or advanced training, in military service, or employment)

Postsecondary:

4P1 Student Placement - (CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs)

Related Initiatives and Activities

Current:

Secondary and Postsecondary

- Accuplacer
- Programs of Study
- Apprenticeship
- Internships / clinicals
- Speakers from Business and Industry
- Job Shadow
- Student Portfolios

Proposed:

Required Articulation and enhanced articulation agreements

Stronger ties with Business and Industry

- Suggestions
 - Businesses hire teachers for a 2 week internship in the summer in order to give them exposure to the businesses work environment, equipment, etc.
 - The exploratory program (mentioned above) would have value here, too – getting kids connected , getting businesses in to schools, providing a mechanism to help schools get businesses in to the classrooms, etc.

Explore data collection possibilities

- Suggestions
 - National Student Clearinghouse data can in turn be pulled together for reporting purposes. The extent as to how much this data can be shared with the individual schools or broken down by individual schools is still in question. This data base will not include all students and their placement as it does not include some privates and other placement opportunities but it will give us a better data than we currently have.

Expand definition to include retention

- Suggestions
 - should be about placement + RETENTION; need a mechanism that reports where a secondary student enrolls, attends, transfers and /or completes postsecondary program

Secondary-expand pre-apprenticeship opportunities

Postsecondary- expand apprenticeship opportunities

Carl Perkins Performance measure(s)

Secondary:

6S1 Nontraditional Participation

6S2 Non-Traditional Completion

(CTE participants from underrepresented gender groups who participated and completed in a program that leads to employment in nontraditional

Postsecondary:

5P1 Nontraditional Participation

5P2 Nontraditional Completion

(CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields)

Related Initiatives & Activities

Current:

Program exploratory and promotion

CTE student recruitment

Support for nontraditional students

Postsecondary gender equity programs

Postsecondary childcare and transportation programs

Proposed:

- Provide opportunity for locals to contract with providers such as Women, Work and Community or Women Unlimited to increase nontraditional enrollment and retention in CTE Centers/Regions and in the community colleges.
 - Suggestions
 - Example of a cost-effective activity to raise awareness would be the “TotallyTrades” days that WW&C develops and delivers with CTEs

8.5% initiatives

- **Grants for improvement of nontraditional participation and completion**
 - Suggestions
 - Explore the possibilities of bringing back the “cadres”

State of Maine Performance Measure(s)

Related Initiatives & activities that support multiple measures

Business and industry ties

Current:

Program Advisory Committees

Proposed:

Mandatory Program advisory committee requirements

- Suggestions
 - Program Advisory Committees should involve the CTEs AND the CCs
 - need more rigor applied to expectations, requirements in plan as to
 - meeting requirements
 - what are they required to do
 - membership
 - goals

State of Maine Performance Measure(s)

Related Initiatives & activities that support multiple measures

Evaluation

Current:

Program Evaluation and Improvement

- Comprehensive School Review every 5 years
- Annual program review

Proposed:

Participation of the PAC

- Suggestions

- Common evaluation instrument for all programs
- Participation of the PACs

State of Maine Performance Measure(s)

**Related Initiatives & activities that support multiple measures
Professional Development**

Current:

Professional Development

- Literacy workshops
- Certification requirements
- CTE school opportunities

Proposed:

Professional Development-statewide

- Suggestions
 - Increase the percentage of teachers that meet national licensing requirements (teaching and technical skills)
 - High quality sustained and intensive
 - Recruitment and retention of teachers

State of Maine Performance Measure(s)

**Related Initiatives & activities that support multiple measures
Data Collection Analysis and Use**

Current:

Data Collection

- **Academic Attainment**
- **Graduation rate**
- **School completion**
- **Placement**
- **Nontraditional placement**

Proposed:

Gather data on technical skill attainment (once technical skill assessments are in place)

Use Data to improve instruction

8.5% initiatives

Historic Uses for Funds

- Curriculum Resource Center
- Support of non-trad organizations
- Support of postsecondary gender equity programs
- Support of postsecondary childcare and transportation programs
- Support of National Standards research and selection
- State standards development
- School review development and implementation

- Literacy initiatives
 - Mentoring
 - Promising practices

Proposed Uses for Funds

- Continuation of literacy & numeracy work
- Standard development and adoption of state / national industry recognized standards
- Programs of study implementation (CTEs & CCs)
- CTE & CC Partnerships on all 3 initiatives

Discussion and suggestions for use of funds

- funds be used to address the issue of program integration between the CTEs and their partner (academic) schools
- Suggestion that the MDOE Commissioner speak to / communicate with the partner schools to promote integration as a priority in the same way that Carl Perkins is making integration a CTE school priority
- Suggestion that MDOE / CTEs research other state's / CTEs models for use by Maine
- Allow 8.5% reserve funds to support the research, development, equipment purchase, evaluation components of new programs
- Should MDOE develop a simple proposal format for competitive requests for the 8.5% funds? Yes, if criteria and review process developed jointly
- Put resources (tools, experiences) to helping students explore and choose a career pathway
- Historic uses – all helpful, but not enough resources (*no priorities per se identified by the group*)

3. Develop the Plan in consultation with academic and career and technical education teachers, faculty, and administrators; career guidance and academic counselors; eligible recipients; charter school authorizers and organizers consistent with State law; parents and students; institutions of higher education; the State tech prep coordinator and representatives of tech prep consortia (if applicable); entities participating in activities described in section 111 of Public Law 105-220; interested community members (including parents and community organizations); representatives of special populations; representatives of business and industry (including representatives of small business); and representatives of labor organizations in the State. You also must consult the Governor of Maine with respect to development of the State plan. [Sec. 122(b)(1)(A)-(B)]

The state plan was developed as required by the Grant guidelines. An informational letter was sent to the field from the Maine Department of Education informing the public about the Perkins Plan development. The stakeholder list was developed using the requirements in section 122. Several stakeholder meetings/public hearings were held (see I.A.1. above) and input from the attendees was incorporated into the plan.

INFORMATIONAL LETTER:
POLICY CODE:

TO: Superintendents of Schools, Principals, Adult Education Directors and
Career and Technical Education Directors

FROM: Susan A. Gendron, Commissioner

DATE: September 28, 2007

RE: Career and Technical Education Five-Year Plan: Stakeholder Meeting

As you know, the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) was passed by Congress in July 2006 and signed into law on August 12, 2006 (see Informational Letter #44 dated November 9, 2006). This Act builds upon the initiatives and accountability measures of the Perkins III Act. The four main themes of the new act are:

1. accountability and program improvement;
2. secondary and postsecondary connections;
3. rigor and academic links; and
4. stronger focus on business and industry connections.

The Department will be preparing a five-year plan for the 2009-2013 program years. The plan will align with the goals and objectives of the new Act and with the State's initiatives with regard to high school redesign.

In preparation for the development of the five-year plan, a stakeholders' meeting will be convened on October 15, 2007 to provide an opportunity for stakeholders to have input into the planning process. The federal law requires the stakeholder participation in the planning, coordination and collaboration prior to plan submission. Invitations to participate have been sent to representatives of the required stakeholders. If you feel there is a stakeholder group that has not been contacted and should be included on the required list, please let the contacts below know.

There are several changes in allowable expenditures and accountability provisions under Perkins IV. It is the responsibility of the eligible agency (in Maine, it is the State Board of Education) to establish the percentages by which the majority of the funds received under this Act are allocated. The funds are then distributed using the formula required in the Perkins IV Act, and in accordance with the federal law.

There will be opportunities for comment at a public hearing after the plan is written and prior to its finalization. The public hearing date(s) will be published in the State's major newspapers as required by the APA process.

We look forward to working with you to develop a plan that will move Maine forward in career and technical education.

For further information, you may e-mail either Lora Downing at lora.downing@maine.gov or Meg Harvey at margaret.harvey@maine.gov, or you can call them at (207) 624-6730.

Postsecondary collaboration exists with the State Workforce Investment Board and other one-stop partners for the participation of postsecondary career and technical programs in the State's one-stop career center delivery system.

The individual colleges continue to work with WIA to increase the employability of Maine's citizens through higher education. WIA offices in Maine provide support to students attending MCCS colleges and maintain a supply of updated MCCS information to make them available to their clients. Maine's WIA annual report for 05-06 stated, "To assure that the needs of industry are met and students properly trained, plans include having faculty from both business and the educational system collaborating to teach needed skills. This effort will involve collaboration with the University, the Community College system, the CareerCenters, and secondary schools."

4. Develop effective activities and procedures, including access to information needed to use such procedures, to allow the individuals and entities listed in item 3 above to participate in State and local decisions that relate to development of the State plan. [Sec. 122(b)(2)]

A public hearing grant process was developed using the legislative APA process as a guide and was reviewed and approved for use by the attorney for the MDOE

Public Hearing Grant Process

**(Non- rule making process for a public hearing using the
Maine APA process for rule making as a template)**

Notice of Proposed Hearing

The Notice of hearing is published in the *Bangor Daily News*, *Kennebec Journal*, *Portland Press Herald* and the *Lewiston Sun-Journal*.

Public participation

The public hearing grant process along with the other federal grant submission requirements provide opportunities for the public to participate in the state's grant submission process. This process allows interested persons to have a chance to submit comments for consideration.

Hearings

When required by other statutes or federal regulations an agency will hold a hearing on its proposed grant submissions. Many federal grant applications also require a public hearing on the potential grant application. This public hearing will not effect rule making but is used to fulfill the federal grant submission requirements. Since public access and input are major goals of the state law and federal law, a hearing may be a very useful method of informing and educating the public and for receiving public response.

A hearing can only be conducted by someone who is in a "major policy-influencing position" as listed in 5 MRSA c.71 (mainly commissioners, deputies, and bureau chiefs), or a designee who has responsibility over the subject matter to be discussed at the hearing (the designee provision, part of Public Law 1993, c.362, took effect October 13, 1993).

Although there are no state rules regarding the conduct of the grant public hearing, the Secretary of State has provided suggestions for the APA rule making process. The public grant hearing process will use these suggestions as a guide. They are as follows:

- All persons conducting the hearing should identify themselves and give a brief description of their positions and responsibilities;
- The moderator should then give the background of the proposed grant and state when the hearing was advertised and how (i.e., in which newspapers advertisements appeared, and which groups were notified by mail);
- The moderator should then explain the procedures to be followed in conducting the hearing:
 - how long each person will have to speak, if any time limit is set at all--15 minutes would seem adequate in most instances;
 - what the format will be and how individuals should pose their questions;

The moderator will document verbal comments and accept written comments for consideration in the federal grant documents. The moderator will be able to provide the timelines for submission and the federal grant submission guide including the grant application requirements. The moderator will collect input, concerns and potential considerations and bring them back to the Maine Department of Education for review. When a hearing is held the agency will accept comments for at least 10 days thereafter. Following the opportunity for hearing, an agency must consider available relevant information, including public comments, before submission.

Submission

After complying with notice and hearing requirements and after considering the information available, the agency may incorporate any additional information collected and then make a formal decision on the proposed grant submission. The grant submission will be considered state approved with the dated signature of the agency representative (State Board of Education) The agency shall also address all comments received and state its rationale for adoption or failing to adopt suggested changes. The agency may consolidate similar comments instead of addressing each one individually but will retain a listing of the names of persons whose comments were received and the organizations they represent, along with summaries of their comments.

5. Develop the portion of the Plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, tech prep education, and secondary career and technical education after consultation with the agency responsible for supervision of community colleges, technical institutes, or other 2-year postsecondary institutions primarily engaged in providing postsecondary career and technical education, and the State agency responsible for secondary education If a State agency finds that a portion of the final State plan is objectionable, the State agency must file its objections with you.

Maine Career and Technical Education met with the Commissioner of Education, the seven community college deans and presidents, the community college Perkins IV grant administrators and the Maine State Board of Education to determine the Perkins IV allocations within the State of Maine.

6. Respond to any objections you receive in the Plan that you submit to the Secretary. [Sec. 122(e)(3)]

No formal objections were received at the public hearing. All other comments and suggestions that complied with the federal guidance have been incorporated within the plan

- ✓ You should maintain a record of the public hearings that includes copies of the notices for the hearings, what media were used to publicize the hearings, mailing lists used for notification, where the hearings were held, and attendance levels. See section 122(a)(3).

Please refer to

Appendix B
Invitation and agendas from Stakeholders Groups/Public Hearings

Appendix D
Public Hearings via ATM

Section IA2

B. Procedural Suggestions and Planning Reminders

All procedural suggestions and planning reminders were completed and documented under Section I.A. (above) of this plan.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

1. **You must prepare and submit to the Secretary a State plan for a 6-year period; or you may prepare and submit a transition plan for the first year of operation of programs under the Act. [Sec. 122(a)(1)]**

Maine submitted a one-year transition plan for Perkins IV in April of 2007 and is now submitting its five-year plan for use of Perkins funds.

2. **Describe CTE Activities to be assisted that are designed to meet or exceed the State Adjusted Levels of Performance.**

Academic Attainment

Carl Perkins Performance Measure(s)

Secondary:

1S1 Academic Attainment – Reading/Language Arts

1S2 Academic Attainment – Mathematics

(Determined by NCLB percentages negotiated for Maine)

- All students in Maine career, postsecondary and citizenship ready
- Hold all students to high academic standards
- NCLB measurements for all students
- Career and Technical Education Mentor Training
- Secondary - Literacy workshop Initiatives
- Promising Practices Statewide initiative
- Career and Technical Education Certification Test Analysis
- Academic Integration
- Numeracy
- Professional Development for CTE and Academics/Partner Program Integration

Postsecondary:

N/A

All students in Maine career, postsecondary and citizenship ready

The Maine Department of Education recently reviewed and revised the Maine *Learning Results*. The standards are now called “Learning Results: *Parameters for Essential Instruction*” These are the academic learning standards which all Maine students must meet for high school graduation. The goal for all students is that they will graduate career, postsecondary and citizenship ready. “Learning Results-Parameters for Essential Instruction” are for ALL students, and ALL students are expected to achieve the same high standards of learning. This is the only set of academic standards in the State and CTE students are expected to master the same set of academic standards as non-CTE students (SEC. 2. PURPOSE (1 and 7))

Hold all students to high academic standards

CTE students are also held to the same level of achievement under No Child Left Behind (NCLB) as the non-CTE students. The method by which they achieve those standards may vary. CTE students receive their primary academic preparation at their sending schools, and they are taught the same academic content as other students and are held to the same level of rigor. All students in Maine, according to the NCLB plan, have an option of a fifth year of high school so long as they have not reached age 21. This opportunity allows CTE students the option of completing high school in 5 years as opposed to 4, to gain the academic and technical knowledge they will need. (SEC. 2. PURPOSE (1))

NCLB measurements for all students

Maine's eleventh grade assessment, the SAT Maine initiative, was first administered to all eleventh grade students in spring 2006 after many years of students being assessed using the Maine Educational Assessment (MEA). Maine uses the SAT to measure Adequate Yearly Progress for all high school students using the SAT scores in reading and math as well as high school graduation rates. There is no difference in expectation for CTE students and the CTE student scores are included with those of the other students.

In academic year 2005-2006, as part of Maine's "graduating all students career, postsecondary, and citizenship ready" commitment, Maine replaced the grade 11 Maine Educational Assessment (MEA) with the SAT for State and federal accountability requirements. The mathematics portion of the SAT has been augmented to meet federal alignment requirements and in 2008 there will be a Science exam administered to grade 11 students as required by NCLB. For NCLB accountability, all Maine third year high school students are required to take the SAT and its augmentations. In support of this initiative, the state provides 24/7 365 access to the College Boards online SAT preparation course for all Maine high school students educated at public expense or home schooled. Prepme.com is providing free access to the online SAT test preparation course for every high school junior in Maine for three years. (SEC. 2. PURPOSE (1))

Secondary Literacy

Literacy is a primary focus of CTE professional development in Maine. Most high school CTE texts are lexiled at the 12th grade reading level, largely due to the complexity of the technical materials covered in those programs. Since many CTE students are not yet functioning at that level, Maine CTE schools will continue their work on literacy with an emphasis on reading and communication. This will enable CTE programs to prepare students to access texts and other materials for the workplaces of tomorrow.

Career and Technical Education Mentor Training

Continued development of the highly-successful CTE Literacy Mentor Network, supported by consultants from Public Consulting Group's (PCG's) Center for Resource Management (CRM). Mentors have been and will be trained in content area literacy strategies, develop examples related to their specific CTE areas, and practice co-facilitating professional development with colleagues using literacy workshop facilitation guides. The outcome will be a network of literacy mentors who can teach other teachers how to use before/during/after reading, writing, and

vocabulary development strategies within their CTE classes and develop additional CTE examples of applications for the CTE literacy facilitation guide. (SEC. 2. PURPOSE (4) (5) (A) (B))

Secondary - Literacy workshop Initiatives

In order to expand training in literacy strategies to all CTE schools, Maine will also continue its contract with PCGCRM to offer literacy workshops. Two-day workshop series will be offered with two follow-up workshops offered in the spring. These workshops provide opportunities for CTE teachers to learn practical, student-tested literacy support strategies for use in the classroom. (SEC. 2. PURPOSE (1)(6)(7))

Promising Practices Statewide initiative

Maine Career and Technical Education (CTE) schools have been and will be invited to participate in an initiative to identify, support, and disseminate information about promising programs and approaches that improve literacy, rigor and relevance in CTE courses. CTE Directors have nominated and will continue to nominate their school to represent one of the six categories. (1) literacy integration approach, (2) literacy coach, (3) literacy professional development with partner schools, (4) career academies, (5) remediation/acceleration through applied academics, and (6) academic integration between CTE and sending school(s) in one or more content area. These promising practices have been documented and are available on the www.schoolswork.org website. (SEC. 2. PURPOSE (4)(5)(A) (B))

Leadership for Literacy Training for CTE Directors

CTE Directors will have the opportunity to explore the literacy strategies their teachers are using and other leadership level literacy strategies.

Career and Technical Education Certification Test Analysis

Participants will learn how to analyze the reading and critical thinking demands of program area certification tests and the Accuplacer. Participants will develop and learn specific literacy instructional strategies to improve students' success on technical skills assessments.

Academic Integration

Activities include applied academic instructors within CTE schools, the use of the PLATO system, co teaching(academic and CTE teachers developing a curriculum together with some components taught in each classroom) efforts in science and math, literacy promotion, MLR crosswalks, warranted list work.

In the 2007-2008 year six Maine CTE schools received grant funding from the Maine Title II B (Maine Math and Science Alliance) funds. This grant was designed to partner higher education, high need LEAs and CTE schools. Currently six CTE schools are funded through 4 partnership grants. Additional funding will be made available over the next two years.

The Promising Practices initiative has also focused on academic integration. This initiative will be continued with technical assistance provided to schools to deepen the work and spread it across more schools.

Numeracy

The Maine Department of Education CTE team is participating in an initiative to develop strategies to strengthen numeracy as part of the PK-12 curriculum. Activities include applied academic instructors within CTE schools, PLATO, joint teaching efforts in science and math, numeracy conference attendance and exploration, MLR crosswalks, warranted list work. In the 2007-2008 year six Maine CTE schools received grant funding from the Maine Title II B funds. This grant was designed to partner higher education, high need LEAs and CTE schools. Currently six CTE schools are funded through 4 partnership grants. Additional funding will be made available over the next two years. (SEC. 2. PURPOSE (1)(6) (7))

Professional Development for CTE and Academics/Partner Program Integration

Activities include current team teaching practices, joint literacy workshops with academic and CTE teachers, Literacy professional development, high school reform integration efforts, and the same requirements for CTE and high schools for assessment documentation in proposed reform plan.

Technical Skill Attainment

Carl Perkins Performance Measure(s)

Secondary:

2S1 Technical Skill Attainment

(Technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.)

Postsecondary

1P1 Technical Skill Attainment

(Technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.)

Equipment acquisition, teacher certification and new program start up will help to keep Maine CTE current with industry needs and national skill standards. As CTE teachers align curriculum with nationally recognized skills standards, there will be the requirement in many of the skills areas that the programs meet certification standards and that the teachers are certified in their program area and certified to teach and assess the standards. This presents concerns for directors and advisory boards of Maine's CTE schools, as the costs of equipment to meet program certification requirements and the cost of supporting an instructor in achieving industry certification may be a burden on the school. With this in mind, Maine CTE will continue the discussions and seek ways to support the certification of programs and teachers in industry skills standards.

National and State defined skills standards

It is a goal for CTE in Maine to have all CTE students in Maine working toward National and/or State defined skills standards. To accomplish this goal Maine will:

- Research and discuss secondary program specific Nationally Recognized Technical Skill (NRTS) standards and certification
- Identify the National and State defined skills standards in both secondary and postsecondary CTE program areas
- Certify teachers and programs to teach national skill standards
- Research/develop/adopt secondary and postsecondary technical skills assessment
- Develop and implement a plan to meet the federally recognized assessment standards for both secondary and postsecondary CTE education

Skill assessments

During the Maine Perkins five-year State Plan, the Maine Administrators of Career and Technical Education (MACTE) and the Maine Department of Education CTE team will determine appropriate technical skill standards and assessments for secondary CTE students.

Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine will explore a process to update State standards in program areas for which there are no national standards. As with academic achievement, the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment. Discussions will include postsecondary instructors, whenever possible, as most of the standards are too comprehensive to be taught exclusively at the high school level. (SEC. 2. PURPOSE (4))

The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.

Should the program not have a National or third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,
- Maine's Comprehensive School Review process for career and technical programs
- The local Program Advisory Committee program review.

All CTE programs must go through a program approval process and be approved before they are eligible for state subsidy or federal funding. There are many components to the process including instructional practices, safety evaluation and other educational requirements. A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments.

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a 2-year and a 5-year follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments.

Maine will increase the requirements for the local program advisory committees (PAC). This will encourage and promote stronger ties between the CTE training programs and industry. As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

Appendix S – Technical Skill Guidance

School Completion, retention and transfer

Carl Perkins Performance Measure(s)

Secondary:

3S1 Secondary School Completion-CTE school completion

Postsecondary:

3P1 Student Retention or Transfer

(CTE concentrators who remained enrolled in their original postsecondary institution or transferred to another 2- or 4-year postsecondary institution.)

- Career and Technical Student Organizations (CTSOs)
- Special Population services
- Articulation/Dual Enrollment (Secondary/Postsecondary)

Career and Technical Student Organizations (CTSOs)

Maine will require that all secondary schools offer CTE students the opportunity to participate in a CTSO (Maine regulation chapter 232). Maine will allow Perkins funds to be used on CTSO allowable expenditures.

Special Populations

Equal access to a full range of quality Career and Technical Education programs, services and activities will continue to be provided to all secondary and postsecondary students in the State of Maine, including members of special populations and members of State target groups. Members of special populations and target groups shall not be discriminated against in any way on the basis of their population or group status, or the economic status of their communities.

Members of special populations include:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for nontraditional training and employment;
- single parents, including single pregnant women;
- displaced homemakers; and,
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

CTE secondary and postsecondary schools are required to follow the guidance provided in *The Maine State Standards of Service for Students Who Are Members of Special Populations*.

Members of special populations shall not be discriminated against. Students with disabilities enrolled in CTE programs shall be afforded all the rights and protections guaranteed under the Individuals with Disabilities Act, Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act.

Articulation/Dual Enrollment (Secondary/Postsecondary)

Currently Maine's secondary CTE schools offer 63 distinct programs and the Community Colleges offer more than 300 Associate Degree options. Many of these programs are made up of courses that are articulated between secondary and postsecondary instructors.

A focus of the five-year Perkins State Plan is the development of Articulation, Enhanced Articulation, and Programs of Study Agreements between secondary and postsecondary institutions for CTE programs offered at both levels. New secondary programs will not be approved by the Maine Department of Education unless they have a postsecondary component. This will necessitate a change in Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs. (SEC. 2. PURPOSE (2) (6))

Graduation Rates, Credential, Certificate or Degree

Carl Perkins Performance Measure(s)

Secondary:

4S1 Student Graduation Rates

(Graduation rate as described in Section 111(b)(2)(C)(vi) of the

ESEA

Postsecondary:

2P1 Credential, Certificate, or Degree

(CTE concentrators who received an industry-recognized credential, a certificate, or a degree during the reporting year.)

- Secondary - research grade 9-12 programs
- Secondary – research exploratory programs as part of a career pathway
- Develop Programs of Study secondary to postsecondary
- High school diploma and program completion – CTE a partner in high school redesign

Secondary – research grade 9-12 programs

Maine is considering the possibility of the added value of offering CTE programs in grades 9 and 10 to increase CTE offerings to grades 9-12. Currently Maine primarily offers programs to only students in grades 11 and 12.

Secondary – research exploratory programs as part of a career pathway

Maine will consider the possibility of offering exploratory CTE programs to students. Interest has been expressed by several schools to offer exploratory programs as part of a sequence of courses.

Develop Programs of Study secondary to postsecondary

A focus of the five-year Perkins State Plan is the development of Articulation, Enhanced Articulation, and Programs of Study Agreements between secondary and postsecondary institutions for CTE programs offered at both levels. New secondary programs will not be approved by the Maine Department of Education unless they have a postsecondary component. This will necessitate a change in Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs. (SEC. 2. PURPOSE (2) (6))

High school diploma and program completion – CTE a partner in high school redesign

Maine is in the process of redesigning its secondary education system. The goal is to make certain that ALL Maine students are ready for career, postsecondary, and citizenship when they graduate from high school. In order to accomplish this, the Commissioner of Education will submit to the Legislature, as part of the high school redesign, recommendations regarding core courses, staffing, curriculum, instruction, assessment, professional development and school approval. These new requirements will be for ALL Maine students and apply to ALL public high schools in Maine.

Maine changed its vehicle for the measurement of academic achievement from the Maine Education Assessment Test to the Maine High School Assessment which has the SAT as its core in mathematics, reading, and writing. In addition a Maine-specific science test and second mathematics test are used. These were administered for the first time in spring 2006, and are required of every 11th grade student as the measure of academic achievement. Maine also has changed its definition of graduation rate to that which is suggested by the National Governors Association.

Placement

Carl Perkins Performance Measure(s)

Secondary:

5S1 Secondary Placement - (Postsecondary education or advanced training, in military service, or employment)

Postsecondary:

4P1 Student Placement - (CTE concentrators who were placed or retained in employment, or placed in military service or apprenticeship programs)

- Current placement initiatives
- Stronger ties with Business and Industry
- Explore data collection possibilities
- Secondary-expand pre-apprenticeship opportunities
- Postsecondary- expand apprenticeship opportunities

Placement initiatives

The State of Maine currently offers the Secondary and Postsecondary initiatives that promote and increase student placement in higher education, employment, military or apprenticeship, including, but not limited to:

- Accuplacer
- Programs of Study
- Apprenticeship
- Internships
- Speakers from Business and Industry
- Student Portfolios
- PSAT for all grade 10 and all grade 11 students
- SAT for all 11th grade students
- Required Articulation and enhanced articulation agreements
- Third party endorsement.

Stronger ties with Business and Industry

Maine will increase the requirements for the local program advisory committees (PAC). This will encourage and promote stronger ties between the CTE training programs and industry. As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.

- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

Explore data collection possibilities

Maine currently uses a statewide collection system to gather the academic data required by NCLB and the CARS indicators. We will need to explore and research methods for collecting the required technical skill assessment data as the federal regulations are provided.

Secondary-expand pre-apprenticeship opportunities

Maine will require grantees to comply with the following conditions to be eligible for grant funding

- Require that each secondary CTE school make students aware of Pre-apprenticeship opportunities
- Require that each CTE school have contact with MDOL Pre-apprenticeship program representative each school year

Postsecondary- expand apprenticeship opportunities

Maine will require grantees to comply with the following conditions to be eligible for grant funding

- Require that each Postsecondary CTE school make students aware of apprenticeship opportunities
- Require that each Postsecondary CTE school have contact with MDOL apprenticeship program representative each school year

Student Retention - expand definition of placement to include retention

Nontraditional Placement

Carl Perkins Performance measure(s)

Secondary:

6S1 Nontraditional Participation

6S2 Non-Traditional Completion

(CTE participants from underrepresented gender groups who participated and completed in a program that leads to employment in nontraditional

Postsecondary:

5P1 Nontraditional Participation

5P2 Nontraditional Completion

(CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields)

- Nontraditional exploratory events
- Nontraditional promotional activities
- Postsecondary gender equity and/or childcare programs

Nontraditional statewide and local activities

The career and technical education community continues to support efforts to move toward gender balance in occupational choice.

Maine will retain its gender equity coordinator. This position (MOA Coordinator) also serves as the team leader for the Methods of Administration site review process described above, which is one of the tools used to foster gender equity in Maine schools. Maine will continue activities at the secondary CTE schools which provide both the opportunity for nontraditional students to explore nontraditional careers and support for students who choose to enroll in nontraditional programs. Maine has offered awareness programs such as the “Totally Trades” days for high school girls.

The campuses of the Maine Community College System employ gender equity coordinators. This staff is responsible for recruitment of nontraditional students and support for them once they are enrolled. This support might be in the form of counseling or convening support groups, or seminars in how to handle problem situations. Often the gender equity coordinators will also provide support after students have completed their programs and are placed in jobs.

(a) CTE programs of study that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework for career and technical areas:

- Programs of study that incorporate secondary education and postsecondary education elements;**
- Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**

iii. **May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**

iv. **Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

Program of Study Defined

A program of study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge. Programs of study lead to an industry recognized credential or certificate at the secondary or postsecondary level, or a postsecondary associate or baccalaureate degree. Programs of study will be developed in partnership with secondary schools, postsecondary schools, employers, industry groups and other stakeholders to create curriculum and to support academic, technical and workplace standards. . At the secondary level, academic rigor is ensured through the connections to “Learning Results-Parameters for Essential Instruction” (*MLR*) and No Child Left Behind (NCLB) accountability measures. Each secondary and postsecondary institution is required to have 1 program of study by July 1, 2009.

The State of Maine has determined that its programs of study will be planned sequences of courses that integrate high quality core academic knowledge, and are coherent and rigorous in content, aligning challenging academic standards with technical and occupational skills and knowledge to provide secondary CTE students with a pathway to postsecondary CTE education and career goals. Maine is moving toward incorporating national and State defined standards for determining technical skill content. The connection to future coursework will motivate students to take the courses to ensure success in postsecondary education and in careers. One intended outcome of a program of study would be the enhanced collaboration among program stakeholders. Programs of study would be supported by signed written agreements and approved by the administrators of the educational institutions. These agreements would be signed annually by the instructors at the secondary and postsecondary levels and the administrators at both levels.

The State will require that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation Agreements, Maine Enhanced Articulation Agreements, and Program of Study Agreements.

Appendix E, F G
Articulation Agreement Template
Enhanced Articulation Template
Program of Study AgreementTemplate

(b) How the State, in consultation with eligible recipients, will develop and implement the career and technical programs of study described in (a) above

The Maine Department of Education's CTE team works in partnership with secondary CTE schools and Maine Community College Campuses to jointly develop and execute Program of Study Agreements. Secondary and postsecondary faculty will partner to identify program competencies a student will need to successfully transition into the professional/technical program(s) being aligned. Secondary and postsecondary faculty will consult their program advisory committees, to insure the program of study reflects the changes and demands on business and industry. (SEC. 2. PURPOSE (6))

Appendix H – Programs of Study

(c) How the State will support eligible recipients in developing and implementing Articulation Agreements between secondary education and postsecondary institutions

Articulation Program Objectives

- To encourage career and technical education students to pursue a postsecondary education.
- To reduce repetition of mastered competencies between secondary career and technical education and Community College.
- To provide a smooth transition from secondary career and technical education to Community College education.
- To reduce student and State costs.

Role of the Institutions

The secondary career and technical education centers/regions and Community College campuses are jointly responsible for developing and executing Articulation Agreements. Secondary and postsecondary faculty must partner to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. As the needs of students and the demands of business and industry change, it is reasonable to reevaluate and update agreements on an annual basis to reflect those changes in the curriculum.

Secondary and college faculties will agree upon competencies to be examined for the courses to be articulated. They will jointly develop an Articulation Agreement listing the student requirements needed to achieve the articulated credits. Instructors at the secondary and postsecondary levels will meet annually to review course competencies and amend the Articulation Agreement as necessary.

The career and technical education centers/regions and Community Colleges will develop methods of publicizing the Articulation Agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities. To benefit from articulation, all Community College admissions requirements must be met by the student.

Maine Department of Education will require that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation Agreements, Enhanced Articulation Agreements, and Program of Study Agreements.

Maine Enhanced Articulation defined

Maine enhanced articulation is a systematically planned process linking a secondary career and technical education school program to a postsecondary career and technical education system program. Unlike the articulation agreement which can be institution to institution, the Maine enhanced articulation is secondary career and technical education school to postsecondary career and technical education system. The postsecondary articulation will cross all Community Colleges which offer the like career and technical education program. The secondary programs will have to meet the requirements of the Community College system-wide articulation to qualify. Maine enhanced articulation agreements between secondary career and technical programs and postsecondary institutions must allow students to earn a minimum of 3 college credits. By July 1, 2009, one Maine enhanced articulation for each secondary and postsecondary recipient must be in place. All secondary and postsecondary eligible recipients that offer the program chosen for enhanced articulation must participate.

Proposed Process Outline:

- | | |
|----------------------|---|
| By October 19, 2007 | As directed by the college Presidents, the Academic Affairs Council will be convened by the President whose Vice President/ Academic Dean chairs the group, to begin the process of developing an Maine enhanced articulation agreement. The group will be assisted by the MCCS Academic Officer and any others they think necessary to accomplish the result required by Perkins IV. |
| By December 30, 2007 | Group determines the programs and courses that are candidates for Maine enhanced articulation and selects the one to be pursued for July 1, 2009 implementation and identifies CTE partner for agreement. |
| By August 1, 2008 | Articulation agreement is confirmed with secondary CTE sites and signed so implementation of agreement can be completed by June 30, 2009. |

Types of Articulation Agreements

Dual Credit

Dual credit exists when a student is enrolled concurrently in a secondary CTE program, as well as the corresponding Community College course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and Community College and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit courses are reflected on both the student's high school transcript and on the Community College's permanent record.

Escrow Credit

Escrow credits become available when the student completes the secondary CTE program and then requests the Community College credit, once they are matriculated and have completed the Community College requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is governed by a formal, written agreement that identifies courses or sequence of courses at a career and technical center which successful completion assures the Community College that the student has the necessary background, instruction and preparation to enable the student to progress to the next level of instruction at the Community College. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

Time Consideration

Dependent upon the program, the school, and the agreement, students may have up to 3 years to take advantage of the postsecondary credits and programs of study made available under these Agreements. All requirements for admission to the Community College system must be met by the student. (SEC. 2. PURPOSE (6))

Statewide Initiatives

State high school redesign initiatives call for the creation of a seamless, PK-20 educational system which will enable students to move easily from secondary to postsecondary education. A Task Force developed several recommendations with specific strategies and action steps. The report was released in 2005. One of the suggested action strategies in the report was the expansion of the early college program. The recommendations included graduating all students ready for college and empowering all students to earn a college degree.

Maine's Commissioner of Education Susan Gendron has put forth a plan for an "integrated, seamless system of public education that guarantees that all students are prepared for career, postsecondary and citizenship" and she has been carrying that message to every part of the State and into every forum in which she participates. In order for that message to be understood by all Maine citizens, the Commissioner has proposed several goals as part of Maine's secondary school reform initiative.

Appendix I High School Reform

(d) How programs at the secondary level will make available information about career and technical programs of study offered by eligible recipients

The secondary CTE schools communicate their programs to parents and community members in several ways. All of the schools have booklets or brochures listing their programs and these are made available to students as they transition to high school. Most of the schools conduct open houses, usually during CTE week, so that the parents, businesses and community members can see first hand the program offerings available to students. The programs offered are listed on each school's website. <http://www.state.me.us/education/it/directory/schools.htm>

(e) The secondary and postsecondary technical education programs to be carried out, including programs that will be carried out by you, to develop, improve, and expand access to appropriate technology in Career and Technical Education programs

The Maine Department of Education has provided Laptops to all high school and CTE teachers. Training on the use of the Laptops as a tool for literacy and academic integration has begun. All CTE teachers will have access to the training.

All secondary and postsecondary CTE programs are required to have program advisory committees (PACs) according to Maine Education regulation chapter 232 and Maine Community College System policy. These PACs at the secondary level are made up of business people who are employed in the trade for which the program provides skill training. These PAC members provide guidance to the program instructors regarding the skills, assessments and technology needed in order to keep the programs current with industry needs. Often businesses donate equipment to the schools, update technologic equipment, provide guidance on equipment purchase, or provide opportunities for students to visit businesses to work with specific pieces of equipment. Maine has developed a Live Work Policy which enables students to participate in actual, current labor practices.

Secondary and postsecondary programs will establish Program Advisory Committees (PAC). As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments. where they exist or state certifications/licensure

The Maine Community Colleges use their program advisory committees to:

- assess the needs of the community, region or State as related to program offerings;
- formulate recommendations for the improvement of instructions and facilities;
- assess program and course offerings as related to program objectives;
- assist in the alignment of the program(s) offered by the college with employment opportunities;
- assist in the development of long-range program goals;
- advise on revision of objectives for program(s) as warranted by study and/or evaluation;

- serve as an avenue of communication between the program and the public served; and
- evaluate annually the progress made toward established goals.

These committees are made up of representatives of the community that reflect gender, race, age, occupation, socioeconomic status, geographical location and other locally appropriate factors. There is a balance between large and small employers and membership includes:

- representatives of business, industry and labor;
- employees and employers in the occupations for which learning opportunities and/or training are provided;
- owners of small business;
- professional and technical people;
- students and graduates;
- business and industry associations/organizations;
- skilled workers, including self-employed persons; and
- individuals representing higher educational institutions to which students may transfer.

Schools also use local, State and federal dollars to purchase equipment that is needed. As programs become nationally certified, they must obtain specific pieces of equipment that are prescribed by the certifying authority and these pieces of equipment must be updated as required. A new state funding formula based on the State's Essential Programs and Services (EPS) model has been developed for CTE for possible implementation in 2010. This formula will take into account the need for equipment, especially as it pertains to requirements under national standards.

(f) The criteria the State will use to approve eligible recipients for funds under the Act including criteria to assess the extent to which the local plan will –

Please refer to:

[Appendix J](#)
[Online Grant Application](#)

i. Promote continuous improvement in academic achievement

Maine will continue to promote academic achievement through implementation of its academic standards, the "Learning Results-Parameters for Essential Instruction". The Commissioner will be implementing new rules for secondary courses and graduation requirements. There will continue to be a statewide focus on academic achievement and the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment. All students will adhere to the Maine's NCLB plan and its requirements for academic achievement.

ii. Promote continuous improvement in technical skill attainment

Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine will explore a process to update State standards in program areas

for which there are no national standards. As with academic achievement, the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment.

The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.

Should the program not have a National or third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,
- Maine's Comprehensive School Review process for career and technical programs
- The local Program Advisory Committee program review.

All CTE programs must go through a program approval process and be approved before they are eligible for state subsidy or federal funding. There are many components to the process including instructional practices, safety evaluation and other educational requirements. A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a 2-year and a 5-year follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine will increase the requirements for the local program advisory committees (PAC). This will encourage and promote stronger ties between the CTE training programs and industry. As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders

- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

The Maine Community College system uses a variety of assessment methods for academic and skill attainment:

1. For programs that have professional accreditation or certification standards for the students, national standards are the basis for assuring that students are acquiring valid and reliable skills. For these programs, the standards are reviewed and confirmed by peer reviews which provide feedback for improvement, if needed. Student success on licensure or certification exams demonstrates that the students have mastered valid material and their success on these exams demonstrates reliability of the learning outcomes.
2. For other programs, assessments are guided by various policies and procedures (e.g., Program Advisory Committees, established in accordance with Policy 306, Program Advisory Committees; Policy 302, Program Reviews; Policy 301, Program Planning and Discontinuance; and Policy 304, and Definition of Units of Credits and the associated Procedures). These policies and procedures are reviewed for reasonableness by the regional accrediting body, New England Association of Schools and Colleges (NEASC), Commission on the Institutions of Higher Education (CHIE) to assure that these are typical relative to peer institutions in the region. This regional accreditation review also looks at college policies and procedures, including student assessment techniques, to assure their reasonableness relative to peer institutions.

The Maine Community College system provides for:

1. Professional development of career and technical faculty assuring that these faculty members are knowledgeable of technical advancements in their field of teaching. These faculty members can then integrate the appropriate information into the curricula to assure that the students are receiving valid and technically current information.
2. Employer surveys are conducted on satisfaction with graduates hired, and graduate surveys are conducted on how well their program of study prepared the graduate for employment in their chosen field.
3. Student success in their studies/graduation after transferring to a baccalaureate program with documented achievement from the receiving institution required to be included in the Transfer Agreement. This is particularly important for CTE students who choose to pursue a baccalaureate program in their major or a closely related field.

Maine will work towards compliance with the federal requirements for Technical Skill assessment. Maine secondary education is in frequent contact with other New England states concerning technical skill assessment.

iii. Identify and address current or emerging occupational opportunities

Secondary and postsecondary CTE schools have good relationships with the business community through the Program Advisory Committees (PACs) and the school advisory committees or cooperative boards which oversee all of the local CTE school programs, offerings and activities. The school advisory committee members keep the teachers and administrators apprised of industry needs. The CTE schools must address local, regional and State economic development needs in their local CTE plans and update them on an annual basis. When a secondary CTE school proposes a new program, it must perform a needs assessment and it must convene a PAC and school advisory committee or a cooperative board to assist with the program development. This is required as part of the State's program approval process.

A member of the Maine Department of Education CTE team is the Commissioner's designee to the Maine Jobs Council which is Maine's Workforce Investment Act Board.

Information about Maine's economic development needs and new and emerging industries is available from the Governor's Economic Development Strategy which is on the website for Maine's Department of Economic and Community Development www.econdevmaine.com. The Maine Department of Labor posts comprehensive labor market information on its website www.maine.gov/labor. Both of these websites are easily accessible to the schools.

On an annual basis the Maine Jobs Council, as the State Workforce Investment Board, will review data from the Center for Workforce Research & Information (CWRI)- formerly Labor Market Information (LMI) and generate a targeted list of occupations, thus allowing Competitive Skills Scholarship Program (CSSP) funds to be spent on related training. The Bureau of Employment Services through the CWRI will provide information on High Skill, High Wage jobs in Maine. Maine Department of Labor will make this information available on their website.

Representatives from the Maine Department of Education CTE Team, CTE directors, and postsecondary staff attend and participate in state and national conventions to attain information on current or emerging occupational opportunities.

(g) How programs at the secondary level will prepare CTE students, including special populations, to graduate from secondary school with a diploma

Maine's population does not have the critical mass to offer CTE programs through comprehensive high schools; rather, the current (and proposed) configuration allows access to CTE programs for all students in the State. Given this structure, the sending schools or high schools in the State are the primary deliverers of the academic content and the CTE schools are the primary deliverers of the skill content.

Because Maine's secondary CTE schools primarily deliver skill content, they must be in constant contact with high schools to support diploma requirements. Maine's secondary CTE programs have State standards that have been aligned to Maine's learning standards, the "Learning

Results-Parameters for Essential Instruction”. There is ongoing communication between high schools and secondary CTE schools regarding diploma requirements. MDOE distributes updates on State mandated diploma requirements to secondary CTE schools. MDOE’s literacy and numeracy initiatives strengthen the academic rigor in secondary CTE programs.

Maine will continue to honor and refine the Maine State Standards of Service to Special Populations (Revised 4/2007) originally developed in compliance with Section 118 in Perkins II.

See Appendix K

Maine State Standards of Service for Students Who are Members of Special Populations

The document sets forth a comprehensive set of measures of access and standards of service for students from special populations, revised and updated in conformity with new provisions in Perkins IV, and designed for use by local recipients in the development, monitoring, and evaluation of Perkins-funded programs.

This revised (Perkins IV-compliant) edition of the *Maine State Standards of Service for Students Who are Members of Special Populations* will be applied to the Planning Instructions for Local Applications for Assistance under Perkins IV. Since Perkins III, the State of Maine Department of Career and Technical Education Team has instituted a complete automated web-based reporting system for all of the Perkins reporting functions from the local education agencies including the sections on special populations and non-traditional students. The various specific Standards of Service are grouped under five general headings:

- Equal Access;
- Services for Students With Disabilities;
- Services for Disadvantaged Students;
- Services for Students Preparing for Nontraditional Training & Employment;
- Planning, Monitoring, and Evaluation.

(h) How such programs will prepare CTE students, including special populations, academically and technically for opportunities in postsecondary education or entry into high-skill, high-wage or high demand occupations in current or emerging occupations, and how participating students will be made aware of such opportunities

A full range of quality career and technical education programs has been defined by the State Board of Education in the Criteria of Program Quality, adopted on December 8, 1993 and revised on April 14, 1999. As part of the 5-year plan these will be reviewed and revised. Included are comprehensive, competency-based, and outcome-oriented specific occupational preparation and technical education programs, apprenticeship preparation and apprenticeship training programs, technical and professional preparation programs, youth apprenticeship/career internship programs, cooperative education, and career preparation programs which are offered at secondary CTE schools.

Grantees are required to adhere to the requirements of the *Maine State Standards of Service for Students Who are Members of Special Populations*.

Maine secondary CTE schools offer quality career and technical education services, and activities include: affirmative outreach and recruitment; enrollment, assessment, and placement; membership in a career and technical student/youth leadership organization; and comprehensive career guidance and counseling.

A partnership among the sending school guidance department, special education staff, other appropriate sending school staff, and the student services personnel at the CTE school will provide assessment and career guidance, career development, and career counseling services to students who are members of special populations with particular emphasis on their prospects for successful program completion and entry into the world of work.

Comprehensive information on the educational and employment opportunities represented by career and technical education, and on the requirements and procedures for enrollment, will be made available to all Maine students and their parents. Career and technical education providers will offer information and enrollment assistance, in an appropriate and accessible form, to any prospective student of any age. This information may be accessed by the sending school guidance department personnel, other appropriate sending school staff, and the student services personnel at the CTE school. Students and families may access additional information at www.schoolswork.org and the individual CTE school websites.

- (i) How funds will be used to improve or develop new CTE courses**
- i. At the secondary level that are aligned with rigorous and challenging academic content standards and student academic achievement standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as amended**

The Stakeholder Group focused on prioritizing the use of funds and identified the following categories on which Perkins funds should be expended:

- Program Improvement
 - Integration of academics
 - Promotion of literacy
 - Promotion of numeracy
 - Skill standards development including nationally recognized skills standards
 - Skill assessment development
 - Equipment enhancement
 - Program evaluation
- Secondary/postsecondary partnerships—articulation, dual enrollment, career pathways, programs of study
- Support of nontraditional programs/activities
- Data collection and use
- Professional development

It is important to note that services for special populations are embedded in all of the categories as integrated components, not as stand alone programs.

Perkins funds will be used to support these initiatives for existing programs. The above list also will create a focus for new programs schools wish to develop based on local and State needs assessment, student interest, and local school and program advisory committee recommendations. Any new programs also must align with the economic development needs of the State, region and/or locality.

The sending schools are responsible for the academic requirements of the No Child Left Behind Act and assuring that all students meet academic standards.

Maine has cross walked program standards with the “Learning Results-Parameters for Essential Instruction” to insure that programs are aligned with rigorous and challenging academic content and standards. Schools developing new programs will be required to identify and align with appropriate technical and academic standards.

Refer to A. 2 (a, b) programs of study

ii. At the postsecondary level that are relevant and challenging

The colleges of the MCCS are now accredited through the Commission on Institutions of Higher Education (CIHE) of the New England Association of Schools and Colleges (NEASC). Each program offered by the MCCS must meet the rigorous CIHE standards, which combine both academic and technical courses in order to produce a well educated and skillfully trained Maine citizen. As a System, the Maine Community Colleges work to:

- Ensure that graduating students are successful in obtaining certification and/or licensure in their field of study as required for employment.
- Ensure faculty members are encouraged to achieve higher levels of academic credentials.
- Emphasize the mission of the Community Colleges in the MCCS and the importance of occupational education aimed at a more highly credentialed workforce. (At least 80% of programs of study offered at each college will be occupational.)

iii. That lead to employment in high-skill, high-wage, or high-demand occupations

Connections with the Maine Department of Labor, the Maine Jobs Council, The Maine Department of Community and Economic Development, and local program advisory committees will provide the data needed to direct Maine schools in developing programs leading to high-skill, high-wage, or high demand occupations.

- (j) How the State will facilitate and coordinate communications on best practices among successful recipients of tech prep program grants under Title II and other eligible recipients to improve program quality and student achievement**

Maine has combined the Tech Prep funds with the basic State grant funds and will not be awarding funds under Title II. However, there is a CTE state website, www.schoolswork.org, on which there are descriptions of promising practices. The schools are familiar with the website and use it regularly to obtain information. The State will facilitate another round of professional development, May 2007 through June 2008, focusing on promising practices.

(k) How funds will be used effectively to link academic and career and technical education at the secondary level and the postsecondary level in a manner that increases student academic and technical achievement

Program of Study defined

A program of study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge. Programs of study lead to an industry recognized credential or certificate at the secondary or postsecondary level, or a postsecondary associate or baccalaureate degree. Programs of study should be developed in partnership with secondary schools, postsecondary schools, employers, industry groups and other stakeholders to create curriculum and to support academic, technical and workplace standards. . At the secondary level, academic rigor is ensured through the connections to “Learning Results-Parameters for Essential Instruction” (MLR) and No Child Left Behind (NCLB) accountability measures. Each secondary and postsecondary institution is required to have one program of study by July 1, 2009.

The Maine Career and Technical Education team joined the academic consultants to form a new team (PK-20 Team). As of March 27, 2007, Career and Technical Education consultants and academic consultants have been working together to provide guidance and technical assistance for stronger, integrated technical and academic skills for students.

In the spring of 2007 Title II B funds were offered as grants to secondary CTE schools, high need high schools, and a school within the University of Maine system to form partnerships to provide professional development in the areas of math and science. Six of Maine’s CTE schools were awarded funds in partnership with high schools and colleges. It is planned that these grants will continue and be extended to more CTE schools over the next 2 years.

(l) How the State will report on the integration of coherent and rigorous content aligned with challenging academic standards in CTE programs in order to adequately evaluate the extent of such integration

- Continue Comprehensive School Reviews – secondary schools
- Local Plan review
- Continue program reviews
- School liaisons
- Continue the MCCS Board’s process for program review

Continue Comprehensive School Reviews – secondary schools

Maine conducts in-depth Comprehensive School Reviews (CSR). Each school conducts a self-study the year prior to the Department of Education visit. The review typically extends over 4

days with a team of State consultants and representatives from the field visiting the CTE school. The team looks at programs, curriculum (including rigor, academic integration, and postsecondary articulation), instruction, assessment, equipment, facilities, school climate, community involvement, etc. A written report is provided to the school with commendations and recommendations for improvement. The State has a schedule for site reviews and this year will develop a 2-year and a 5-year follow-up review cycle for every school. Those schools that have elected to be accredited by The New England Association of Schools and Colleges (NEASC) may continue this process with the proviso that a member of the Career and Technical Education team at Maine Department of Education be included as a member of the visiting committee.

Those schools that choose to be reviewed using the Maine Department of Education Comprehensive School Review process are required to provide 3 teachers per year to participate in the review of other CTE schools. In order to receive Perkins IV funds schools must participate in either a NEASC review or CSR.

Local Plan review

Each year there is an in-depth review of each local plan, including a financial review, before any money is allocated. The local plans must meet all elements of a checklist that has been developed for plan reviews. In addition there is a desk audit that is required annually for all schools, including CTE schools. Maine has developed a web-based application and reporting system for the local education agencies for the submission of local plans and the website is structured so that progress reports are linked to the local plan's proposed expenditure of funds. Maine Department of Education will require that each school develop a program evaluation tool to review all CTE programs within the local school on an annual basis.

<http://www.state.me.us/education/it/review/index.htm>

Continue program reviews

All secondary CTE program proposals must go through an intensive program review process and approval prior to implementation. Programs must meet the elements of Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs, before they are approved. This document will need revision in order to address the new State standards and the new requirements under Perkins IV.

<http://www.state.me.us/education/it/guidance/index.html>

School liaisons

CTE consultants from the Department are assigned 4 to 5 schools each and are liaisons between the Department and the schools. They have ongoing connections with the schools and programs in their service areas.

MCCS Board's process for program review

The Board of Trustees recognizes the importance of continuous improvement in the pursuit of excellence through self-evaluation and assessment to attain the highest quality of education and service; to assure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning. Therefore, each

college shall annually apprise the Board of Trustees through the appropriate committee structure of the results of their evaluation/assessment of each academic program on a schedule that assures that all academic program offerings will be assessed and updated as necessary on a 5-year cycle. (MCCS Policy 302, Program Reviews)

The process of program review is conducted by a sub-committee of the MCCS Board of Trustees. Faculty and administration of each program complete a self-study that reports on program information, student data, post graduation information, program success, and recommendations. This self-study is reviewed by the education sub-committee of the MCCS Board of Trustees. The self-study report is affirmed by interviews with faculty and administrators. The education sub-committee issues its findings to the MCCS Board of Trustees.

- 3. The State must describe how comprehensive professional development (including initial teacher preparation and activities that support recruitment) for career and technical teachers, faculty, administrators, and career guidance and academic counselors will be provided, especially professional development that—**
 - (a) Promotes the integration of coherent and rigorous academic content standards and career and technical education curricula, including through opportunities for academic and career and technical teachers to jointly develop and implement curricula and pedagogical strategies;**

Career and Technical Education Mentor Training

Continued development of the highly-successful CTE Literacy Mentor Network, supported by consultants from Public Consulting Group's (PCG's) Center for Resource Management (CRM). Mentors have been and will be trained in content area literacy strategies, develop examples related to their specific CTE areas, and practice co-facilitating professional development with colleagues using literacy workshop facilitation guides. The outcome will be a network of literacy mentors who can teach other teachers how to use before/during/after reading, writing, and vocabulary development strategies within their CTE classes and develop additional CTE examples of applications for the CTE literacy facilitation guide. (SEC. 2. PURPOSE (4) (5) (A) (B))

Secondary - Literacy Initiatives

In order to expand training in literacy strategies to all CTE schools, Maine will also continue its contract with PCGCRM to offer literacy workshops. Two-day workshop series will be offered with two follow-up workshops offered in the spring. These workshops provide opportunities for CTE teachers to learn practical, student-tested literacy support strategies for use in the classroom. (SEC. 2. PURPOSE (1)(6)(7))

Promising Practices Statewide initiative

Maine Career and Technical Education (CTE) schools will be invited to participate in an initiative to identify, support, and disseminate information about promising programs and approaches that improve literacy, rigor and relevance in CTE courses. CTE Directors will nominate their school to represent one of the six categories. (1) literacy integration approach, (2) literacy coach, (3) literacy professional development with partner schools, (4) career academies,

(5) remediation/acceleration through applied academics, and (6) academic integration between CTE and sending school(s) in one or more content area. These promising practices have been and will continue to be documented and made available on the www.schoolswork.org website. (SEC. 2. PURPOSE (4)(5)(A) (B))

Leadership for Literacy Training for CTE Directors

CTE Directors will have the opportunity to explore the literacy strategies their teachers are using and other leadership level literacy strategies

Numeracy

The Maine Department of Education CTE team will participate in an initiative to develop strategies to strengthen numeracy as part of the PK-12 curriculum. Activities include applied academic instructors within CTE schools, PLATO, joint teaching efforts in science and math, numeracy conference attendance and exploration, MLR crosswalks, warranted list work. In the 2007-2008 year six Maine CTE schools received grant funding from the Maine Title II B funds. This grant was designed to partner higher education, high need LEAs and CTE schools. Currently six CTE schools are funded through 4 partnership grants. Additional funding will be made available over the next two years. (SEC. 2. PURPOSE (1)(6) (7))

At the postsecondary level the community colleges enhance the academic and technical competencies of CTE students through the continued learning cycle of all MCCS faculty and the integration of general core academics into each of the CTE programs offered. To improve rigor CTE faculty have become more involved with tutoring students in both technical and academic areas; General Education faculty have begun to work with CTE faculty to develop course content; and CTE faculty are encouraged to participate in professional development opportunities that emphasize pedagogies supporting integration of academics. “An intelligent classroom begins and ends with the professor.”

(b) Increases the percentage of teachers that meet teacher certification or licensing requirements;

The Maine Department of Education requires that all new hires for CTE submit a certification application for conditional certification, a resume of work history and the superintendent of schools must submit a Conditional Affidavit for conditional teacher certification. All new hires must register for and be fingerprinted. The conditional certificate is renewed if the following requirements are met:

Year 1 – Take and pass Praxis I Test – Pre-Professional Skills Test (PPST)
Complete an approved course for “Teaching Exceptional Students in the Regular Classroom”

Year 2 – Take and pass Praxis II Test

Year 3 – Take and pass Principles of Learning and Teaching Test (PLT)

The applicants must also hold a valid Maine certificate or license as required by State law or rule to practice the craft or trade to be taught.

The MCCS strives to put CTE faculty that have both current licensure and a minimum of a Masters Degree in their field in the classroom. Faculty members on staff without these

credentials are offered professional development to meet these standards. Faculty members with these credentials are offered professional development opportunities to update licensures in order to remain current with the industry and advance their higher education degrees.

- (c) Is high quality, sustained, intensive, and focused on instruction, and increases the academic knowledge and understanding of industry standards, as appropriate, of career and technical education teachers;**

Maine Career and Technical Education adheres to the standards established in 1998 by the Professional Development Quality Standards Working Group of the Maine Learning Results Steering Committee. Over the next four years the proposed standards were revised, critiqued, and revised again by numerous groups of educators. In May 2002, Personnel Training and Development standards were enacted in [Section 8.08 of Chapter 125](#) to serve as the foundation for professional development planning. As the Maine Department of Education Career and Technical Education moves forward these standards guide the professional development offered. These standards may be found on the Maine Department of Education web site at: <http://www.maine.gov/education/achievingresults/index.htm>

MCCS administrators approve CTE faculty professional development activities based on both rigor and relevance. These activities must increase technical knowledge, improve teaching skills or increase safety for employees and students.

- (d) Encourages applied learning that contributes to the academic and career and technical knowledge of the student;**

The Maine secondary schools and the colleges of the MCCS use many professional development activities to allow CTE faculty to contribute to the academic and career and technical knowledge of the student. These include, but are not limited to, CTE faculty remaining employed in their field, CTE faculty participating in summer teacher training institutes, CTE faculty attending seminars on student advising and tutoring and CTE faculty training in various technologies including distance education.

- (e) Provides the knowledge and skills needed to work with and improve instruction for special populations;**

All K-12 teachers in Maine must complete an approved course “Teaching Exceptional Students in the Regular Classroom” as part of the requirements for teacher certification. Maine CTE teachers at each of the regions and centers are included in the Individual Education Plan (IEP) team meetings at the partner sending schools. Teachers also receive copies of the completed IEP. This information provides the teachers with the expectations established for each individual student.

MCCS faculty and administrators participate in professional development activities designed to address the needs of special populations. As postsecondary special population students are not required to self-disclose their disabilities it is important for administrators and faculty to

recognize the signs of a disability in order to direct students towards the available help they need to succeed.

- (f) Promotes integration with professional development activities that the State carries out under Title II of the Elementary and Secondary Education Act of 1965, as amended, and Title II of the Higher Education Act of 1965, as amended. [Sec. 122(c)(2)(A)-(G)]**

In the spring of 2007 federal Title II B professional development funds were offered as grants to secondary CTE schools, high need high schools, and a school within the University of Maine system to form partnerships to provide professional development in the areas of math and science. Six of Maine's CTE schools were awarded funds in partnership with high schools and colleges. It is planned that these grants will continue and be extended to more CTE schools over the next 2 years.

As funding for professional development is limited, the colleges of the MCCS coordinate across funding sources to assure the professional development activities are integrated and not duplicated.

4. You must describe efforts that your agency and eligible recipients will make to improve—

- (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**

Maine secondary education CTE schools use local newspapers and industry publications and online resources (www.servingschools.com) to recruit new faculty and staff. In addition local business and industry through the programs' advisory committees is an important feeder for licensed CTE faculty. The secondary CTE schools all adhere to the requirements of Maine law which require equal opportunity for all applicants.

The colleges of the MCCS use both local and national industry publications, newspapers, online resources and magazines to advertise for new staff and faculty. In addition local business and industry is an important feeder for licensed CTE faculty. The colleges will act affirmatively in such a way that individuals from traditionally under-represented groups will have notice or, and an opportunity to be considered for, employment. Employees will be given competitive salaries and benefits, a supportive college atmosphere and good professional development opportunities.

- (b) the transition to teaching from business and industry, including small business. [Sec. 122(c)(3)(A)-(B)]**

As many of the CTE faculty of the Maine secondary CTE and the Maine Community College System come from business and industry the transition from working to teaching is extremely important. Many methods are used to address this need:

- use of current CTE faculty, staff and administrators as peer mentors;
- academic and instructional profession development opportunities;
- orientations for faculty and staff; and
- program advisory boards.

5. You must describe efforts that your agency and eligible recipients will make to improve the transition of subbaccalaureate career and technical education students into baccalaureate degree programs at institutions of higher education. [Sec. 122(c)(4)]

Currently most of the CTE programs offered through the MCCS provide transfer/articulation opportunities with the University of Maine System and fifteen in-state and out-of-state private colleges.

6. You must describe how you will actively involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), and labor organizations in the planning, development, implementation, and evaluation of career and technical education programs in your State. [Sec. 122(c)(5)]

Each of the secondary and postsecondary CTE have program advisory committees (PACs) made up of parents, teachers, administrators and business and industry partners. These PACs meet at least once annually (with a suggestion to meet once a semester) to review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program.

The colleges of the MCCS use their Advisory Committees to evaluate their CTE programs. These committees are made up of local and state wide representatives from industry, faculty and administration from the secondary and postsecondary level, Public organizations such as the Department of Labor Career Centers and Department of Human Services, Private organizations such as Hospitals, Healthcare Centers, Counseling Centers and Service groups, alumni and students. The committees review current curriculum; suggest and approve changes to curriculum and course offerings; and provide feedback on the success or failures of each program. Student responses are also critical to the development, implementation and evaluation of CTE programs. Students have input through course evaluations, graduate surveys, and the Student Senate.

7. You must describe efforts that your agency and eligible recipients will make to—

- (a) Improve the academic and technical skills of students participating in career and technical education programs, including by strengthening the academic and career and technical components of career and technical education programs through the integration of academics with career and technical education to ensure learning in**
 - i. The core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965, as amended); and**

ii. Career and technical education subjects;

The revised [Learning Results: Parameters for Essential Instruction](#) reflect the knowledge and skills essential for college, career, and citizenship in the 21st century. They are in effect as of October 22, 2007. The grade level expectations (GLEs) for mathematics and reading and grade span expectations for science will be used for MEA testing in March 2008.

In light of the changes in the Maine *Learning Results* and the Governor's restructuring initiative technical assistance services to the centers and regions in the areas listed will continue using the skills and expertise of the 6 consultants on the Department CTE team. The services of the academic consultants will be used as appropriate. Maine CTE is partnering with the Department's academic consultants in their work to support secondary education reform. Our CTE schools are benefiting from the professional development opportunities offered by this group.

(b) Provide students with strong experience in, and understanding of, all aspects of an industry; and

Maine secondary and postsecondary schools expose CTE students to all aspects of industry through:

- engaged advisory committees;
- business internships;
- clinical or experiential opportunities as part of the CTE programs;
- job fairs;
- co-op opportunities;
- continual enhancement of the CTE programs based on advancements in the field; and
- classroom guest speakers from business and industry.

(c) Ensure that students who participate in career and technical education programs are taught to the same challenging academic proficiencies as taught to all other students. [Sec. 122(c)(7)(A)-(C)]

All students, secondary and postsecondary must meet the same academic standards.

All Associate degrees of the MCCS require students to master both academic and technical skills on completion of the program. The academic courses required in the CTE programs are of the same rigor as those taught in the Associate in Arts program. The advanced level of reading, writing and math required for understanding technical manuals makes it essential that CTE students master core academic standards.

8. How the State will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance. [Sec. 122(c)(15)]

- Continue assistance with standards development at the secondary and postsecondary level (national and State)
- Continue assistance with skill assessment development
- Continue assistance with program development
- Continue assistance with literacy, numeracy and academic integration
- Provide assistance for Statewide Articulation, Maine Enhanced Articulation and Program of Study Agreements as defined in II A. 2.(c)
- Develop and implement training on the use of laptops for all teachers as tools for implementing and carrying out various initiatives
- Pilot work on syllabus development
- Conduct training sessions on the operation of the Maine online Perkins application and reporting system as well as on the changes in the law, and the development of local plans.

The State views technical assistance to the centers and regions as a high priority, both under State administration and under State leadership. In light of the changes in the Maine *Learning Results* and the Governor's restructuring initiative technical assistance services to the centers and regions in the areas listed will continue using the skills and expertise of the 6 consultants on the Department CTE team. The services of the academic consultants will be used as appropriate. Maine CTE is partnering with the Department's academic consultants in their work to support secondary education redesign. Our CTE schools are benefiting from the professional development opportunities offered by this group.

Maine has developed a web-based application and reporting system for the local educational agencies for the submission of local plans and the website is structured so that progress reports are linked to the local plan's proposed expenditure of funds. The online grant system has been changed to reflect the changes in the Perkins legislation and the CTE team will conduct training sessions on the operation of the online system as well as on the changes in the law, and the development of local plans.

Standards development

Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine also will update State standards in program areas for which there are no national standards. To increase academic achievement, Maine CTE and the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment.

Skill assessment development

During the Maine Perkins five-year State Plan, the Maine Administrators of Career and Technical Education (MACTE) and the Maine Department of Education CTE team will continue work on determining appropriate technical skill standards and assessments for secondary CTE students. Discussions will include postsecondary instructors, whenever possible, as most of the standards are too comprehensive to be taught exclusively at the high school level. (SEC. 2. PURPOSE (4))

Program development

All secondary CTE programs must go through an intensive program review process and approval prior to implementation. Programs must meet the elements of the Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs, before they are approved. The CTE team provides ongoing technical assistance to the local schools as they complete the applications for new programs. This assistance will continue. Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs, will need to be reviewed and revised to reflect the new requirements of Perkins IV.

CTE consultants from the Department are assigned 4 to 5 schools each and are liaisons between the Department and the schools. They have ongoing connections with the schools and programs in their service areas and also provide technical assistance with new program development.

Maine conducts in-depth school reviews. This is a 4-day process during which a team of state consultants and representatives from the field review a CTE school. The team looks at programs, curriculum (including rigor, academic integration, and postsecondary articulation), instruction, assessment, equipment, facilities, school climate, community involvement, etc. While this process is primarily for evaluative purposes, it could highlight the need for changes in programs or for the need for new programs. Technical assistance is provided by Department consultants to the schools as they work on the self-study prior to the review visit and work on the school improvement recommendations made during the review. Maine CTE schools who participate in this process must provide members of their faculty to assist in the on site review process. This provides valuable professional development opportunities for the visiting teachers and supports the process.

Those schools that have elected to be accredited by New England Association of Schools and Colleges (NEASC) may continue this process with the provision that a member of the Career and Technical Education team at Maine Department of Education be included as a member of the visiting committee.

MCCS Board's process for program review

The Board of Trustees recognizes the importance of continuous improvement in the pursuit of excellence through self-evaluation and assessment to attain the highest quality of education and service; to assure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning. Therefore, each college shall annually apprise the Board of Trustees through the appropriate committee structure of the results of their evaluation/assessment of each academic program on a schedule that assures that all academic program offerings will be assessed and updated as necessary on a 5-year cycle. (MCCS Policy 302, Program Reviews)

The process of program review is conducted by a sub-committee of the MCCS Board of Trustees. Faculty and administration of each program complete a self-study that reports on program information, student data, post graduation information, program success, and recommendations. This self-study is reviewed by the education sub-committee of the MCCS

Board of Trustees. The self-study report is affirmed by interviews with faculty and administrators. The education sub-committee issues its findings to the MCCC Board of Trustees.

Perkins Technical Assistance

Maine DOE will conduct training sessions in cooperation with the Maine Community College System on the operation of the Maine online Perkins application and reporting system, as well as on the changes in the law, negotiation of core measures required by the CARS report, and the development of local plans.

9. You must describe how career and technical education in your State relates to your State's and regions' occupational opportunities. [Sec. 122(c)(16)]

Secondary and postsecondary CTE schools have good relationships with the business community through the PACs (see page 2). The State of Maine is using the federally defined formula for secondary Carl D. Perkins distribution and any changes to school district boundaries will be reflected in the required data used.

The PAC members keep the teachers and administrators apprised of industry needs. The CTE schools must address local, regional and State economic development needs in their local CTE plans and update them on an annual basis. When a secondary CTE school proposes a new program, it must perform a needs assessment and it must convene a PAC and school advisory committee or a cooperative board to assist with the program development. This is required as part of the State's program approval process.

A member of the Maine Department of Education CTE team is the Commissioner's designee to the Maine Jobs Council which is Maine's Workforce Investment Act Board.

Information about Maine's economic development needs and new and emerging industries is available from the Governor's Economic Development Strategy which is on the website for Maine's Department of Economic and Community Development <http://www.econdevmaine.com>. The Maine Department of Labor posts comprehensive labor market information on its website www.maine.gov/labor. Both of these websites are easily accessible to the schools.

On an annual basis the Maine Jobs Council, as the State Workforce Investment Board, will review data from the Center for Workforce Research & Information (CWRI)- formerly Labor Market Information (LMI) and generate a targeted list of occupations, thus allowing Competitive Skills Scholarship Program (CSSP) funds to be spent on related training. The Bureau of Employment Services through the CWRI will provide information on High Skill, High Wage jobs in Maine. Maine Department of Labor will make this information available on their website.

Representatives from the Maine Department of Education CTE Team, CTE directors, and postsecondary staff attend and participate in State and national conventions to attain information on current or emerging occupational opportunities.

10. You must describe the methods you propose for the joint planning and coordination of programs carried out under this legislation with other Federal education programs. [Sec. 122(c)(17)]

Maine Department of Education collaborates with federal programs across the Department and with other state agencies receiving federal funds. The CTE team members are participants in the PK-20 team within the Department of Education which includes administrators of many federal and State programs (NCLB, Title II B, Special Education, Health Education, Reading First and others).

A member of the Maine Department of Education CTE team is the Commissioner's designee to the Maine Jobs Council which is Maine's Workforce Investment Act Board.

11. You must describe the procedures you will develop to ensure coordination and non-duplication among programs listed in sections 112(b)(8) and 121(c) of the Workforce Investment Act (Public Law 105-220) concerning the provision of services for postsecondary students and school dropouts. [Sec. 122(c)(20)]

The individual colleges continue to work with WIA to increase the employability of Maine's citizens through higher education. WIA offices in Maine provide support to students attending MCCS colleges and they maintain a supply of updated MCCS information to make them available to their clients. Maine's WIA annual report for 05-06 stated, "To assure that the needs of industry are met and students properly trained, plans include having faculty from both business and the educational system collaborating to teach needed skills. This effort will involve collaboration with the University, the Community College system, the CareerCenters, and secondary schools." The colleges of the MCCS coordinate with WIA through the following:

- college administrators sit on local WIA boards;
- WIA member(s) sit on local college boards;
- local colleges work with WIA when major layoffs occur in the area to craft solutions for laid-off workers; and
- college administrators stay informed about emerging industries and the need to increase training capacity and seeks to respond to these issues.

B. Other Department Requirements

- 1. A copy of the local applications is attached in Appendix J.**
- 2. A copy of the organizational chart of the Maine Department of Education is attached in Appendix L.**

The State Board of Education is the eligible agency which has jurisdiction over Career and Technical Education programs in Maine. It must meet quarterly, at a minimum, to review updates on the CTE budget and on the progress of the implementation of the State Plan. It has designated the Career and Technical Education (CTE) team, a sub-team under the PK-20 Team, as the staff for administering the programs under the Perkins IV Act. The Maine Department of Education CTE team is currently under the direction of the team leader of the PK-20 Team with CTE and includes both consultants and support staff.

Postsecondary programs operate under the Maine Community College System's Office Center for Career Development. The Community College System is the grantee for postsecondary Perkins funds. There are 7 Community College campuses across the State, several of which have satellite campuses to provide greater access to program offerings.

Career and Technical Education is available to all secondary students in Maine through a statewide network of 27 CTE centers and regions. Twenty-six of the 27 regions and centers are identified as meeting the size, scope and quality definitions of the Perkins Act. The only center that does not meet the definitions is part of a consortium with one of the centers. The major difference between the centers and regions is their governance. The CTE centers are governed by the local school board while the regions are governed by a cooperative board made up of superintendents and school board members from the sending school administrative units. This could change depending on the outcome of the pending legislation.

- 3. Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. As part of the 5-year plan Maine postsecondary CTE schools will collaborate with the Local Workforce Investment Board. The Maine Jobs Council is currently working on memorandums of agreement with Maine's Community Colleges concerning collaboration agreements. It is required in the local plan that the Community Colleges describe their involvement with their local Workforce Investment Board.**

The individual colleges continue to work with WIA to increase the employability of Maine's citizens through higher education. WIA offices in Maine provide support to students attending MCCS colleges and they maintain a supply of updated MCCS information to make them available to their clients. Maine's WIA annual report for 05-06 stated, "To assure that the needs of industry are met and students properly trained, plans include having faculty from both business and the educational system collaborating to teach needed skills. This effort will involve collaboration with the University, the Community College system, the CareerCenters, and secondary schools." The colleges of the MCCS coordinate with WIA through the following:

- college administrators sit on local WIA boards;
- WIA member(s) sit on local college boards;
- local colleges work with WIS when major layoffs occur in the area to craft solutions for laid-off workers; and
- college administrators stay informed about emerging industries and the need to increase training capacity and seeks to respond to these issues.

III. PROVISION OF SERVICES FOR SPECIAL POPULATIONS

A. Statutory Requirements

1. Describe the State's program strategies for special populations listed in Section 3(29) of the Act, including a description of how individuals who are members of the special populations.

(a) Will be provided with equal access to activities assisted under the Act.

Equal access to a full range of quality Career and Technical Education programs, services and activities will continue to be provided to all secondary and postsecondary students in the State of Maine, including members of special populations. Members of special populations shall not be discriminated against in any way on the basis of their population or group status, or the economic status of their communities.

Members of special populations include:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;
- individuals preparing for nontraditional training and employment;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

CTE secondary and postsecondary schools are required to follow the guidance provided in *The Maine State Standards of Service for Students Who Are Members of Special Populations*.

See Appendix K

Maine State Standards of Service for Students Who are Members of Special Populations

Quality career and technical education services and activities include: affirmative outreach and recruitment; enrollment, assessment, and placement; membership in a career and technical student/youth leadership organization; and comprehensive career guidance and counseling.

Assessment and career guidance, career development, and career counseling services are provided to CTE students who are members of special populations by professional counselors specializing in services to special populations, with particular emphasis on their prospects for successful program completion and entry into the world of work. Comprehensive information on the educational and employment opportunities represented by career and technical education, and on the requirements and procedures for enrollment, is made available to all Maine students and their parents no later than the beginning of the 9th grade. Career and technical education providers offer information and enrollment assistance through the individual schools' websites, program offering guides, and local school guidance offices to any prospective student of any age.

CTE instructors participate in local Individual Education Plan (IEP) team meetings to assist in the development of IEPs for CTE students or for students about to be enrolled in CTE.

(b) Will not be discriminated against on the basis of their status as members of special populations

Members of special populations shall not be discriminated against. Students with disabilities enrolled in CTE programs shall be afforded all the rights and protections guaranteed under the Individuals with Disabilities Education Act (IDEA), Section 504 of the Rehabilitation Act, and the Americans with Disabilities Act (ADA).

Maine continues to carry out Methods of Administration (MOA) reviews of both the secondary and postsecondary CTE schools to insure compliance with federal civil rights requirements including Title VI, Title IX, Section 504, ADA, and the Vocational Education Guidelines.

An MOA Team exists within the Department. This group is composed of representatives from within the Department and is chaired by the MOA Coordinator. The MOA Team is responsible for:

- providing technical assistance to administrative and supervisory personnel at all levels of the recipient institutions in order that they can comply with the provisions of the law;
- establishing the procedures which assure compliance with the provisions of the law; and
- carrying out monitoring in the institutions that offer CTE programs and receive federal funds.

Annually, 20% of Maine's secondary and postsecondary institutions that offer career and technical education programs and receive federal financial assistance are selected for an on-site review. Reviews are also scheduled due to any or all of the following reasons listed below:

- Information obtained from complaints presented by parents, students, and civil rights groups relating to possible noncompliance.
- Knowledge by the Department of Education of practices that could result in noncompliance.
- Information from the Maine Attorney General's Office and the Office of Civil Rights, in which problems of discrimination has been indicated.
- Information that reflects gender, race, national origin, or handicap disproportion in enrollment in vocational courses.

On-Site Review

On-site review consists of a visit to the institution and interviews with the superintendents, principals, directors, guidance counselors, teachers and students, as well as classroom observation, review of records, and tours of the physical plant and grounds to assess the

institutions compliance with federal civil rights statutes in the career and technical education programs offered by the institution.

- (c) Will be provided with programs designed to enable the special populations to meet or exceed State adjusted levels of performance, and how the State will prepare special populations for further learning and for high-skill, high-wage, or high demand occupations**

CTE programs, services, and activities for students with disabilities, and students who are economically disadvantaged are provided for in the least restrictive environment possible. In addition, a full range of supplementary services are made available to facilitate enrollment and success of students with disabilities in regular CTE programs consistent with their Individual Education Plans (IEPs) including:

- curriculum and assessment
- equipment modifications and classroom accommodations
- special support personnel and services
- special instructional aids, devices and systems

2. You must describe how you will adequately address the needs of students in alternative education programs, if you have such programs. [Sec. 122(c)(14)]

Alternative Education Secondary Students

All secondary students must be provided the opportunity to access Career and Technical Education.

Adult Learners

Maine Adult Education may provide services to adults in collaboration with the Community College System and also through a range of adult education programs. While adult education programs are not eligible recipients under Perkins IV, the colleges can contract with adult education to provide Perkins IV approved services to adult education students enrolled in a CTE sequence of courses. The Department of Education will encourage the Maine Community College System colleges to broaden their relationships with adult education programs to form agreements, such as adult education articulation agreements, leading to a certificate, diploma or associate degree.

Maine has developed the College Transitions Program which was initially funded through a grant from a private foundation. This program pays for adult education classes to assist adults in going back to school. The Governor's budget for this biennium contains funding to expand that program to 30 adult education sites throughout the State. This is an excellent opportunity to encourage adult education programs to collaborate with the Maine Community College System. This can be the model for the development of adult education agreements between the two entities—adult education providing the prerequisite courses and the colleges providing the CTE courses leading to a certificate or a degree.

3. You must describe how funds will be used to promote preparation for high-skill, high-wage, or high-demand occupations and non-traditional fields. [Sec. 122(c)(18)]

Nontraditional Training and Employment

The career and technical education community continues to support efforts to move toward gender balance in occupational choice.

Under ideal circumstances, the percentage of students of each gender enrolled in individual career and technical education programs would approximate the percentage of students of each gender enrolled in its sending schools. Short of that, the percentage of students of each gender enrolled in each career and technical education facility would approximate the percentages of each gender enrolled in its sending schools. In addition, the percentage of students of each gender enrolled in each career and technical education program would approximate the percentage of workers of each gender represented in the labor market.

Toward this end, a full range of support services should be made available to ensure access to all vocational and technical education programs for both men and women students, and to facilitate the success of students who seek to enter occupations which are nontraditional for their sex and are preparing for nontraditional training and employment.

Included among these support services should be:

- comprehensive career guidance and counseling services directed toward the elimination of sex bias and stereotyping;
- preparatory services and affirmative outreach and recruitment efforts;
- support systems for students entering nontraditional programs and occupations;

Maine will retain its gender equity coordinator. This position (MOA Coordinator) also serves as the team leader for the Methods of Administration site review process described above, which is one of the tools used to foster gender equity in Maine schools. Maine will continue activities at and through the secondary CTE schools which provide the opportunity for nontraditional students to explore nontraditional careers in trades and technology and provide support for students who choose to enroll in nontraditional programs, such as the “Totally Trades” days for high school girls.

The campuses of the Maine Community College System employ gender equity coordinators. This staff is responsible for recruitment of nontraditional students and support for them once they are enrolled. This support might be in the form of counseling or convening support groups, or seminars in how to handle problem situations. Often the gender equity coordinators will also provide support after students have completed their programs and are placed in jobs.

4. You must describe how funds will be used to serve individuals in State correctional institutions. [Sec. 122(c)(19)]

Correctional Career and Technical Education

Maine will continue to utilize 1% of the Perkins State Leadership funds for State institutions. The funds will be used to support the development of CTE programs of study at Maine's correctional facilities for youth.

5. You must describe how you will require each applicant for funds to include in its application a description of the steps the applicant proposes to take to ensure equitable access to, and participation in, its Federally-assisted program for students, teachers, and other program beneficiaries with special needs as contained in section 427(b) of the General Education Provisions Act as amended. For further guidance and examples, see the Notice to All Applicants at <http://www.ed.gov/fund/grant/apply/appforms/gepa427.doc>.

All grantees are required to adhere to the *Maine State Standards of Service for Students Who are Members of Special Populations*. The local plan applications will require that special populations needs are addressed and students have equitable access to and participation in the programs.

B. Other Department Requirements

There are no other Department requirements for this section of the State plan narrative.

IV. ACCOUNTABILITY AND EVALUATION

A. Statutory Requirements

- 1. Describe the procedures used to obtain input from eligible recipients in establishing measurement definitions and approaches for the core indicators of performance for CTE students at the secondary and postsecondary levels as well as for any other additional indicators of performance identified by the eligible agency.**

A Stakeholder Group met in the summer of 2005 and again in December 2006 to begin the process of developing the Perkins IV plan and the accountability definitions and approaches for the core indicators of performance. Eligible recipient groups were members of each of these meetings. The establishment of measurement definitions was part of the discussion at each of these meetings.

Eligible recipient groups were part of the Stakeholder Group that met again on February 7, 2007 to review the transition plan and to participate in a discussion around further identification of the measurement definitions for secondary and postsecondary core indicators. Discussions with Community College representatives and review of current secondary and postsecondary data have provided guidance in establishing definitions and core indicators of performance for the transition year.

The fall 2007 Stakeholders' group again reviewed the performance measures agreed upon with OVAE.

- 2. Describe the procedures used to obtain input from eligible recipients in establishing a State adjusted level of performance for each of the core indicators of performance for CTE students at the secondary and postsecondary levels**

Negotiation plan

Secondary levels of performance were discussed at the February 7, 2007 Stakeholder meeting/public hearing and suggestions were made by the group. However, Maine changed its vehicle for the measurement of academic achievement from the Maine Education Assessment Test to the SAT/Maine Initiative which was administered for the first time in Spring 2006, and is required of every 11th grade student as the measure of academic achievement. Maine also has changed its definition of graduation rate to that which is suggested by the National Governors Association. The data for Maine during the transition year was reviewed and it was determined that recent large scale assessment changes may require some adjustments in performance levels for academic attainment.

The MCCS has collected achievement data from each of its 7 colleges to be used to establish preliminary benchmarks and levels of performance. As this data required that the colleges literally "go back in time", it is not as consistent as the data will be as we move forward. The postsecondary administrator of Perkins funds will use the collected information to negotiate levels of performance with each college (postsecondary eligible recipients) and with the Maine Department of Education.

Maine has developed a plan for negotiations between the Maine Department of Education and the local recipients.

Appendix M **Negotiation Plans**

Perkins IV

Negotiating Process for State and Local Levels of Performance

A. States Will Reach Negotiated Performance Levels for Accountability Core Measures and Standards with the Secretary.

The Maine DOE, with input from the eligible recipients in the State, shall identify valid and reliable State levels of performance for each of the core indicators required by Section 113 of the Carl D. Perkins Act for CTE activities authorized under this Title. All local levels of performance will be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable. These levels of performance will be determined by conducting an analysis of State and national data from a broad variety of sources, including NCLB, the Maine Department of Labor, and the National Student Clearinghouse (if possible), MDOE and MCCS.

The Maine DOE will provide supporting documentation for the performance levels it develops, including

1. A description of the methodology used to arrive at the proposed levels.
2. How these performance levels promote continuous improvement in CTE education as measured by the core indicators.

The Maine DOE will work with the Secretary to develop mutually agreeable levels of performance for the two-year negotiated period. Once the levels of performance are agreed upon, the Maine DOE will include the negotiated levels of performance in its state plan.

Subsequently, the Maine DOE shall identify levels of performance prior to the third and fifth program years covered by the local plan. These levels will take into account how other similar states have performed on their levels and how much Maine's performance has created continuous improvement in CTE education as measured by the core indicators.

If unanticipated circumstances arise in Maine with a resulting significant change in the factors described in clause (vi), the Maine DOE may request that the levels of performance agreed to under clause (iii) or (iv) be revised. The Secretary shall provide objective criteria and methods for making such revisions.

B. Local Performance Levels Negotiation Process

The Maine DOE will provide the State levels of performance to the eligible CTE schools and postsecondary schools in Maine, and each eligible recipient will either accept those performance levels for itself or will negotiate with the Maine DOE (if secondary) or the MCCS Director of State and Federal Programs (if postsecondary) to develop its own local performance levels. All local levels of performance will be expressed as percentages.

For the secondary schools, the Academic Attainment indicator will be determined by Maine's Annual Measurable Objectives (AMOs) from the State ESEA accountability notebook for NCLB. (ESEA, section 1111(b)(2)(G)) These measures are required by NCLB for secondary education, and they will also be required for the Perkins academic accountability.

If an eligible recipient wants to negotiate a change in any other indicator, it shall provide justification for the change, which shall include at a minimum the following information:

1. The rationale for the change from the state levels
2. What methodology the school wants to use to measure the indicator
3. How this change will promote continuous improvement in CTE education as measured by the core indicators

The Maine DOE will review the school's documentation and will negotiate with the school to develop mutually agreeable performance levels.

Once the levels of performance are agreed upon, each eligible recipient will include the negotiated levels of performance in its local plan.

All levels of performance will require the eligible recipient to make continuous progress toward the goal of improving education for CTE students as measured by the core indicators.

Each eligible recipient shall identify levels of performance for each of the first two program years covered by the local plan.

Subsequently, each eligible recipient shall identify levels of performance prior to the third and fifth program years covered by the local plan. These levels will take into account how other similar eligible recipients have performed on their levels and how much the recipient's performance has created continuous improvement in CTE education as measured by the core indicators.

If an eligible recipient has unanticipated circumstances arise with a resulting significant change in the factors described in clause (v) the eligible recipient may request that the local adjusted levels of performance agreed to under clause (iii) or (iv) be revised. The eligible recipient shall use objective criteria and methods for making such revisions.

3. Identify the valid and reliable measurement definitions and approaches that State will use for each of the core indicators of performance and describe how the State's proposed definitions and measures are valid and reliable.

Student Definitions

A. Secondary Level

| |
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| <p>CTE Participant: A secondary student who has <u>completed</u> earned one (1) or more credits in any at least 10% of the standards guiding a State approved career and technical education (CTE) program</p> |
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| |
|--|
| <p>CTE Concentrator: A secondary student who has <u>completed at least 50% of the standards guiding a State Approved career and technical education program.</u> earned three (3) or more credits in a single CTE program area (e.g., health care or business services), or two (2) credits in a single CTE program area, but only in those programs areas where 2 credit sequences at the secondary level are recognized by the State and/or its local eligible recipients.</p> |
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|--|
| <p>CTE Completer: A secondary student who has <u>completed at least 80% of the standards guiding a State approved career and technical education (CTE) program.</u></p> |
|--|

B. Postsecondary/Adult Level

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area (both academic and technical skill credits).

CTE Concentrator: A postsecondary/adult student who as of Fall term of the measurement year: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

CARS measurement definitions are included in the FAUPL which is attached.

The national tests that Maine uses to identify academic achievement at the secondary level have been reviewed for validity and reliability by the vendors of the national tests. The SAT/Maine Initiative, which every 11th grade student is required to take, was reviewed for alignment with Maine's learning standards, the "Learning Results-Parameters for Essential Instruction".

Some of Maine's secondary and postsecondary CTE programs are aligned with nationally recognized skills standards.

The secondary technical skills assessments used by the organizations that offer national skill tests also have been reviewed for validity and reliability, as have the NOCTI tests. Should Maine identify other skill assessments, the validity and reliability of those will be established.

The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.

Should the program not have a National or third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,
- Maine's Comprehensive School Review process for career and technical programs
- The local Program Advisory Committee program review.

All CTE programs must go through a program approval process and be approved before they are eligible for state subsidy or federal funding. There are many components to the process including instructional practices, safety evaluation and other educational requirements. A component within this process will be identifying which standards will be used to guide the

program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a 2-year and a 5-year follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine will increase the requirements for the local program advisory committees (PAC). This will encourage and promote stronger ties between the CTE training programs and industry. As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

4. Describe how, in the course of developing core indicators of performance and additional indicators of performance, the State will align the indicators to the greatest extent possible, so that information substantially similar to that gathered for other State and Federal programs, or any other purpose, is used to meet the Act's accountability requirements.

All students in Maine are assessed under the NCLB requirements so the academic testing for CTE students is the same as for non-CTE students. A Maine Department of Education staff sits on the Maine Jobs Council (MJC) as well as on its executive and policy committees. The Maine Jobs Council serves as the State Workforce Investment Board. Additionally, the chair of the MJC is the vice-chair of the State Board of Education.

The Maine Department of Education CTE Team is a part of a larger PK-20 Team which has a standing meeting twice a month. When the PK-20 Team meets there is opportunity to share the work of each smaller team and discuss common or overlapping work with other Department of Education consultants and the current projects and activities of each group. The opportunity for discussion of common initiatives and the need to share overlapping data is often the main focus of these meetings.

The Maine Department of Education has developed a local online grant application system for all federal grant programs. All federal grant applications are submitted by local school administrative units on this system to avoid duplication and to align common goals.

The Maine Department of Education, with input from the eligible recipients in the State, shall identify valid and reliable State levels of performance for each of the core indicators required by Section 113 of the Carl D. Perkins Act for CTE activities authorized under Perkins IV. All local levels of performance will be expressed in a percentage or other numerical form, so as to be objective, quantifiable, and measurable. These levels of performance will be determined by conducting an analysis of State and national data from a broad variety of sources, including NCLB, the Maine Department of Labor, the National Student Clearinghouse (if possible,) and MDOE and MCCC.

The Maine Department of Education will provide supporting documentation for the performance levels it develops, including:

- A description of the methodology used to arrive at the proposed levels; and
- How these performance levels promote continuous improvement in CTE education as measured by the core indicators.

The Maine Department of Education has worked with the Secretary of the U.S. Department of Education to develop mutually agreeable levels of performance for the 2-year negotiated period. The Maine Department of Education will include the negotiated levels of performance in its State Plan.

Subsequently, the Maine Department of Education shall identify levels of performance prior to the 3rd and 5th program years covered by the State plan. These levels will take into account how other similar states have performed on their levels and how much Maine's performance has improved in CTE education as measured by the core indicators.

If unanticipated circumstances arise in Maine with a resulting significant change in the factors described in section 113 (3) vi the Maine Department of Education may request that the State levels of performance agreed to under section 113 (3) iii or section 113 (3) iv be revised. This in turn may change the suggested local agreed upon levels of performance. The U.S. Department of Education shall provide objective criteria and methods for making such revisions to the State agreed upon performance levels.

5. Provide the performance levels on the forms in Part C

As of Spring 2006, Maine changed its measurement of academic attainment under NCLB from “meets or exceeds” on the Maine Education Assessment (MEA) to “meets or exceeds” on the SAT/Maine Initiative for grade 11. The baseline data for reading comes from this assessment. The mathematics portion was also administered but will be augmented in the Spring 2007 assessment and there will be new baseline data for that year. Maine also has changed its definition of “graduation rate” to the one supported by the National Governors Association.

See Part C Accountability Forms

- 6. Describe the process for reaching agreement on local adjusted levels of performance if an eligible recipient does not accept the State adjusted levels of performance under section 113(b)(3) of the Act. [Sec. 113(b)(4)(A)(i); sec. 122(c)(10)(B)]**

and

- 7. Describe the objective criteria and methods you will use to allow an eligible recipient to request revisions to its local adjusted levels of performance if unanticipated circumstances arise with respect to an eligible recipient. [Sec. 113(b)(4)(A)(vi)]**

The Maine Department of Education will provide the State levels of performance to the eligible CTE schools and postsecondary schools in Maine, and each eligible recipient will either accept those performance levels for itself or will negotiate with the Maine Department of Education (if secondary) or the MCCS Perkins grant manager (if postsecondary) to develop its own local performance levels. All local levels of performance will be expressed as percentages.

For the secondary schools, the Academic Attainment indicator will be determined by Maine’s Annual Measurable Objectives (AMOs) from the State ESEA accountability notebook for NCLB. (ESEA, section 1111(b)(2)(G)) These measures are required by NCLB for secondary education, and they will also be required for the Perkins academic accountability.

If an eligible recipient wants to negotiate a change in any other indicator, it shall provide justification for the change, which shall include at a minimum the following information:

- The rationale for the change from the State levels;
- What methodology the school wants to use to measure the indicator; and
- How this change will promote continuous improvement in CTE education as measured by the core indicators.

The Maine Department of Education will review the school’s documentation and will negotiate with the school to develop mutually agreeable performance levels.

Once the levels of performance are agreed upon, each eligible recipient will include the negotiated levels of performance in its local plan.

All levels of performance will require the eligible recipient to make continuous progress toward the goal of improving education for CTE students as measured by the core indicators.

Each eligible recipient shall identify levels of performance for each of the first 2 program years covered by the local plan.

Subsequently, each eligible recipient shall identify levels of performance prior to the 3rd and 5th program years covered by the local plan. These levels will take into account how other similar eligible recipients have performed on their levels and how much the recipient's performance has created continuous improvement in CTE education as measured by the core indicators.

If unanticipated circumstances arise in Maine with a resulting significant change in the factors described in section 113 (3) vi the Maine Department of Education may request that the State levels of performance agreed to under section 113 (3) iii or section 113 (3) iv be revised. This in turn may change the suggested local agreed upon levels of performance. The U.S. Department of Education shall provide objective criteria and methods for making such revisions to the State agreed upon performance levels.

Refer to:

Appendix M
Negotiation Plans

- 8. Describe how the State will report data relating to students participating in career and technical education programs in order to adequately measure the progress of the students, including special populations and students participating in tech prep programs, if applicable, and how you will ensure that the data reported to you from local educational agencies and eligible institutions, and the data that the State reports to the Secretary, are complete, accurate, and reliable. [Sec. 122(c)(13); sec 205].**

Maine has adopted a new statewide data system, for gathering and reporting data for NCLB. Each student is assigned a unique identifier. Maine is in the process of upgrading the student data management system to include career and technical education data. This system will include the data elements needed for accountability under Perkins. We currently use the Maine 116 report to collect student information on the core indicators and the Maine 121 report to collect information on CTE programs. These reports are generated from the current State of Maine data system and housed with the data management system at Maine Department of Education.

Maine CTE has a consultant who works with the statewide data system consultants to ensure that the CTE data collected is complete, accurate, and reliable.

The MCCS is continues to develop a data structure to gather and report on the necessary criteria. This process has been tedious, but the reported data as we move forward will continue to improve and become more accurate and reliable.

9. Describe how the State plans to enter into an agreement with each consortium receiving a grant under Perkins IV to meet a minimum level of performance for each of the performance indicators described in section 113(b) and 203(e) of the Act. [Sec. 204(e)(1)]

Maine does not have any consortia receiving grants under Perkins. We have one recipient who will receive under \$15,000. We will grant a waiver as required in section 131c(2) to this eligible recipient.

10. Describe how the State will annually evaluate the effectiveness of career and technical education programs, and describe, to the extent practicable, how the State is coordinating those programs with other Federal programs to ensure nonduplication. [Sec. 122(c)(8)]

Maine will continue its current form of program evaluation to ensure that programs are providing rigorous, coherent content aligned with challenging academic standards. Each year there is an in-depth review of each local plan, including a financial review, before any money is allocated. The local plans must meet all elements of the online grant system that has been developed for plan reviews. In addition, there is a desk audit that is required annually for all schools, including CTE schools. Maine has developed a web-based application and reporting system for the local education agencies for the submission of local plans and the website is structured so that progress reports are linked to the local plan's proposed expenditure of funds.

All secondary CTE programs must go through an intensive program review process and approval prior to implementation. Programs must be aligned with both Maine State Regulation 232 and Standard Criteria for Maine Secondary Vocational Programs, before they are approved. Revisions will be made to address the new state standards and the new requirements under Perkins IV.

CTE consultants from the Department are assigned 4 to 5 schools each and are liaisons between the Department and the schools. They have ongoing connections with the schools and programs in their service areas.

Maine conducts in-depth school reviews. This is a 4-day process during which a team of State consultants from CTE and people from the field review a CTE school. The team looks at school goals, expectations, leadership/management, staff development, student services, programs, curriculum (including rigor, academic integration, and postsecondary articulation), instruction, assessment, facilities, school climate and affirmative action, and community/school relations. The State has a schedule for site reviews through 2013 and this year will develop a 5 year mini-review cycle for each school. Those schools that have elected to be accredited by New England Association of Schools and Colleges (NEASC) may continue the NEASC process with the proviso that a member of the Career and Technical Education team at Maine Department of Education be included as a member of the visiting committee.

Additionally, there is Department of Education representation on the Maine Jobs Council which is the State Workforce Investment Board. This Council has reviewed and commented on past Perkins State Plans and will do so again next year.

The Board of Trustees of the MCCS recognizes the importance of continuous improvement in the pursuit of excellence through annual self-evaluation and assessment: to attain the highest quality of education and service; to ensure coordination with and non-duplication of programs offered by secondary CTE; to ensure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning. Therefore, each college will apprise the Board of Trustees through the appropriate committee structure of the results of their evaluation/assessment of each academic program on a schedule that assures that all academic program offerings will be assessed and updated as necessary on a 5-year cycle.

B. Other Department Requirements

- 1. Except as noted above with respect to the States submitting one-year transition plans, the State must provide all the information requested on the forms provided in Part C of this guide to report accountability data annually to the Secretary under section 113(c)(1)-(2)**

See Part C Accountability Forms

- 2. Identify the program areas for which the State has technical skill assessments, the estimated percentage of students who will take technical skill assessments, and the State's plan for increasing the coverage of programs and students reported in this indicator in future program years.**

All program areas, and therefore 100 percent of the students, currently engage in local, State, and/or national technical skill assessments with local, State, and/or national level certification where applicable. Programs are currently assessed at the local level and there are no common, statewide technical skill assessments.

Under the direction and guidance of CTE school directors, instructors and directors are examining nationally recognized skills standards and may adopt the standards and the student assessment of those standards. Some of the CTE programs are currently nationally certified, teach to national standards, and use the industry recognized national assessments to determine skill attainment. Realizing that all students will need to be assessed for technical skills attainment Maine may choose to use a third party assessment. Maine would accept the industry recognized national standards assessments in lieu of the third party assessment. Maine is waiting for federal guidance on required technical skill assessment.

V. TECH PREP PROGRAMS

Maine has opted to combine the tech prep funds with its basic state grant and, therefore, will not be required to complete this section. Tech prep activities will be infused throughout the activities outlined in II. A.

VI. FINANCIAL REQUIREMENTS

A. Statutory Requirements

1. **Describe how the State agency will allocate funds it receives through the allotment made under section 111 of the Act, including any funds that you choose to consolidate under section 202(a) of the Act, will be allocated among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including the rationale for such allocation. [Sec. 122(c)(6)(A); Sec. 202(c)]**

Formula allocations

The split between secondary and postsecondary will continue to be 50%-50%. Maine has elected to combine its tech prep funds with its basic state grant. Under Perkins III, the tech prep funds were given to the Maine Community College System to carry out the activities under Title II. Now that the funds are combined, each system will be responsible for tech prep activities. Since the onus is on both secondary and postsecondary, equally, to improve programs, adopt standards, and develop statewide Articulation Agreements and CTE Program of Study Agreements, it is logical that each would have half the funds to support its activities.

The funds will be distributed to the local eligible recipients at the secondary level by the formula described in the Act:

- 30% of the funds will be distributed to the 26 sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in the school districts of the sending schools of each site; and
- 70% of the funds allocated among the sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in poverty in the school districts of the sending schools of each site.

The funds at the postsecondary level will be distributed to the 7 colleges by formula based on Pell Grant Awards, TANF recipients and U.S. Census data. This alternative formula was approved in Perkins III and we intend to continue to use for Perkins IV.

- 60% - Pell Awards (reported by colleges)
- 10% - Poverty Status (from U.S. Census)
- 10% - TANF Recipients (from Maine Department of Health and Human Services)
- 10% - Handicapped (from U.S. Census)
- 10% - Minority (from U.S. Census)

State Administration: Maine will use the funds allowed under the Act and the required 100% State match to administer the Act, including developing the State Plan, reviewing local plans, monitoring and evaluating program effectiveness, assuring compliance with all applicable federal laws, developing State data systems to meet the accountability requirements, and providing technical assistance. It will be used to support the State administration and fiscal management by the CTE team and the State Director for CTE.

State Leadership: These funds will be used to carry out allowable activities under State leadership, including technical assistance, program quality assessment, technology enhancement, professional development, program improvement, education-business-community partnerships, and programs for special populations.

Nontraditional Training and Employment: Maine will retain its gender equity coordinator. This position also serves as the team leader for the Methods of Administration site review process which is one of the tools used to foster gender equity in Maine schools. Maine will continue the activities which provide the opportunity for women and girls to explore nontraditional careers and which provide support for those women and girls who choose to enroll in nontraditional programs.

Correctional Career and Technical Education: Maine will continue to utilize the 1% for State institutions. The funds will be used to support the development of CTE programs of study at Maine's correctional facilities for youth.

8.5% Reserve Funds: Maine will reserve up to 10% of the 85% for targeted initiatives. Maine will distribute the 8.5% funds (10% of the 85% portion of the local funds) by grants. The funds will be awarded to eligible recipients and will be used to meet the following priorities:

- Curriculum and Resource Development
- Non Traditional populations services
- CTE Literacy initiatives
 - Mentoring
 - Promising practices
 - Standard development and adoption of state / national industry recognized standards CTE & CC Partnerships
 - Programs of study implementation (CTEs & CCs) CTE & CC Partnerships
 - Syllabus development and implementation grants
 - Support of Nontraditional exploration opportunities grants

The grant recipients will meet one or more of the four criteria established by law:

1. rural areas
 2. areas with high percentage enrollments in CTE
 3. areas with high numbers of CTE students
- 2. Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 131(a)-(e) of the Act and how these allocations are distributed to local educational agencies, area career and technical education schools, and educational service agencies within the State. [Sec. 131(g); Sec. 202(c)]**

See Budget Forms Part B and Appendix N

3. **Provide the specific dollar allocations made available by the eligible agency for career and technical education programs under section 132(a) of the Act and how**

these allocations are distributed to postsecondary institutions within the State.
[Section 122(c)(6)(A); Sec. 202(c)]

See Budget Forms Part B and Appendix N

- 4. Describe how your agency will allocate any of those funds among any consortia that will be formed among secondary schools, and how funds will be allocated among the members of the consortia, including the rationale for such allocation. [Sec. 122(c)(6)(B); Sec. 202(c)]**

The State of Maine has combined its Tech Prep funds and will not form consortia.

- 5. Describe how your agency will allocate any of those funds among any consortia that will be formed among postsecondary institutions, and how funds will be allocated among the members of the consortia, including the rationale for such allocations. [Section 122(c)(6)(B); sec. 202(c)]**

The State of Maine has combined its Tech Prep funds and will not form consortia.

- 6. Describe how the State will adjust the data used to make the allocations to reflect any change in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local educational agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Affairs. [Sec. 131(a)(3)]**

The State of Maine is using the federally defined formula for secondary Carl D. Perkins distribution and any changes to school district boundaries will be reflected in the required data used.

See below for alternative formula for postsecondary.

- 7. Provide a description of any proposed alternative allocation formula(s) requiring approval by the Secretary as described in section 131(b) or 132(b) of the Act. At a minimum, you must provide an allocation run for eligible recipients using the required elements outlined in section 131(a) and/or section 132(a)(2) of the Act, together with an allocation run using the proposed alternative formula(s). Also you must include a demonstration that the alternative secondary formula more effectively targets funds on the basis of poverty, as described in section 131(b)(1) of the Act; and/or, in the case of an alternative postsecondary formula, a demonstration that the formula described in section 132(a)(2) of the Act does not result in a distribution of funds to eligible recipients that have the highest numbers of economically disadvantaged individuals and that an alternative formula would result in such a distribution.**

The State of Maine is using the federally defined formula for secondary Carl D. Perkins distribution and any changes to school district boundaries will be reflected in the required data used.

The funds at the postsecondary level will be distributed to the 7 colleges by formula based on Pell Grant Awards, TANF recipients and U.S. Census data: This alternative formula was approved in Perkins III and we intend to continue to use for Perkins IV.

- 60% - Pell Awards (reported by colleges)
- 10% - Poverty Status (from U.S. Census)
- 10% - TANF Recipients (from Maine Department of Health and Human Services)
- 10% - Handicapped (from U.S. Census)
- 10% - Minority (from U.S. Census)

VII. EDGAR CERTIFICATIONS

- 1. You must provide a written and signed certification that—
 - (a) The Maine State Board of Education is the agency of the State of Maine eligible to submit the State Plan for Career and Technical Education. [20-A MRSA §8306(1)]
 - (b) The State Board of Education has authority under State law to perform the functions of the State with respect to the Carl D. Perkins Career and Technical Education Improvement Act [20-A MRSA §405(3)(Q)]
 - (c) The State of Maine legally may carry out each provision of the plan.
 - (d) All provisions of the plan are consistent with State law.
 - (e) The Chair of the State Board of Education has authority under State law to receive, hold, and disburse Federal funds made available under the plan. [20-A MRSA §405(7)] [*Note: Maine requests that the U. S. Department of Education continues sending the grant award documents directly to the State Director of Career and Technical Education.*]
 - (f) The Chair of the State Board of Education has the authority to submit the plan.
 - (g) The State Board of Education adopted and formally approved the plan on
 - (h) The plan is the basis for State operation and administration of the program.

The above certifications are in accordance with Section 76.104 of the Education Department General Administrative Regulations (EDGAR)

By:  Date: 12 Nov 08
Vice Chair, State Board of Education

PART B: BUDGET FORMS

PERKINS IV BUDGET TABLE - PROGRAM YEAR 2
 (For Federal Funds to Become Available Beginning on July 1, 2008
Based on Estimated Allocations Memorandum 2-25-08

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES

| | |
|--|------------------|
| A. Total Title I Allocation to the State | \$5,709,942 |
| B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds | \$525,512 |
| C. Total Amount of Combined Title I and Title II Funds to be distributed under section 112 (<i>Line A + Line B</i>) | \$6,235,454 |
| D. Local Formula Distribution (<i>not less than 85%</i>) (<i>Line C x 85%</i>) | \$5,300,136 |
| 1. Reserve (<i>not more than 10% of Line D</i>) | \$530,014 |
| a. Secondary Programs (66% of <i>Line D</i>) (to be determined by grant process) | \$349,809 |
| b. Postsecondary Programs (34% of <i>Line D</i>) (to be determined by grant process) | \$180,205 |
| 2. Available for formula allocations (<i>Line D minus Line D.1</i>) | \$4,770,122 |
| a. Secondary Programs (50% of <i>Line D.2</i>) | \$2,385,061 |
| b. Postsecondary Programs (50% of <i>Line D.2</i>) | \$2,385,061 |
| E. Leadership (not more than 10%) (<i>Line C x10%</i>) | \$623,545 |
| a. Nontraditional Training and Employment (\$90,000) | |
| b. Corrections or Institutions (\$62,355) | |
| F. State Administration (not more than 5%) (<i>Line C x5%</i>) | \$311,773 |
| G. State Match (<i>from non-federal funds</i>) ¹ | \$311,773 |

¹ The eligible agency must provide non-Federal funds for State administration of its Title I grant in an amount not less than the amount it provided in the preceding year.

PERKINS IV BUDGET TABLE - PROGRAM YEAR 1
 (For Federal Funds to Become Available Beginning on July 1, 2007)

II. TITLE II: TECH PREP PROGRAMS

| | |
|--|-----------|
| A. Total Title II Allocation to the State | \$525,512 |
| B. Amount of Title II Tech Prep Funds to Be Consolidated with Title I Funds | \$525,512 |
| C. Amount of Title II Funds to Be Made Available For Tech-Prep (<i>Line A less Line B</i>) | \$0 |
| D. Tech-Prep Funds Earmarked for Consortia | \$0 |
| a. Percent for Consortia (<i>Line D divided by Line C</i>) [_____%] | |
| b. Number of Consortia _____ | |
| c. Method of Distribution (<i>check one</i>): | |
| _____ Formula | |
| _____ Competitive | |
| E. Tech-Prep Administration | \$0 |
| a. Percent for Administration (<i>Line E divided by Line C</i>) [_____%] | |

PART C: ACCOUNTABILITY FORMS

Part C. Accountability Forms

I. Student Definitions

A. Secondary Level

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area (both academic and technical skill credits).

CTE Concentrator: A postsecondary/adult student who as of Fall term of the measurement year: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

CTE Completer: A secondary student who has completed at least 80% of any career and technical education (CTE) program standards.

B. Postsecondary/Adult Level

CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area (both academic and technical skill credits).

CTE Concentrator: A postsecondary/adult student who as of Fall term of the measurement year: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

PART C

FINAL AGREED UPON PERFORMANCE LEVELS

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|--|--|---------------------------------------|---------------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 1S1 Academic Attainment – Reading/Langua ge Arts 113(b)(2)(A)(i) | <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p> | <p><u>For NCLB, we administer The College Board SAT to all third year high school students in the state, data from the SAT is provided to Measured Progress . Measured Progress sends student level data files to the Maine Department of Education.</u></p> <p><u>Students are scored on a four-point scale of proficiency:</u></p> <p><u>1) did not meet proficiency goal,</u> <u>2) partially met goal,</u> <u>3) met goal, and</u> <u>4) exceeded goal.</u></p> <p><u>All CTE senior students who meet or exceed the proficiency goal on the SAT taken in their third year of high school are counted in the numerator. All CTE senior students who took the SAT in the third year of high school are in the denominator.</u></p> | <p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p> | <p>L: 50%</p> <p>A:</p> | <p>L: 41%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|---|--|-------------------------|-------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p> | <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p> | <p><u>For NCLB, we administer The College Board SAT to all third year high school students in the state, data from the SAT is provided to Measured Progress . All third year students also take the Maine Math Augmentation. The SAT and Math Augmentation data are combined by Measured Progress. Measured Progress sends student level data files to the Maine Department of Education.</u></p> <p><u>Students are scored on a four-point scale of proficiency:</u></p> <p><u>1) did not meet proficiency goal,</u> <u>2) partially met goal,</u> <u>3) met goal, and</u> <u>4) exceeded goal.</u></p> <p><u>All CTE senior students who meet or exceed the proficiency goal on the SAT taken in their third year of high school are counted in the numerator. All CTE senior students who took the SAT in the third year of high school are in the denominator.</u></p> | <p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p> | <p>L: 20%</p> <p>A:</p> | <p>L: 21%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|---|---|---|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>2S1 Technical Skill Attainment 113(b)(2)(A)(ii)</p> | <p>Numerator: Number of CTE concentrators who 1) passed a national or third-party technical skill assessments aligned with industry-recognized standards, if available and appropriate during the reporting year, or 2) completed (at least 80% of the standards guiding the State approved program during the reporting year.</p> <p>Denominator: Number of CTE concentrators who have completed their secondary CTE program and left secondary education during the reporting year. who took assessments during the reporting year.</p> | <p><u>The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.</u></p> <p><u>Should the program not have a National of third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.</u></p> <p><u>Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:</u></p> <ul style="list-style-type: none"> • <u>the CTE program approval process,</u> • <u>Maine’s Comprehensive School Review process for career and technical programs, and</u> • <u>the local Program Advisory Committee program review.</u> | <p>B: 88.17%</p> <p>(2006-07 agreed upon CAR Goal) Based on Students who completed their CTE program</p> | <p>L: 88.5%</p> <p>A:</p> | <p>L: 89.00%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|--|--|----------------------------|----------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>3S1 Secondary School Completion</p> <p><i>113(b)(2)(A)(iii) (I-III)</i></p> | <p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, earned a General Education Development (GED) credential as a State-recognized equivalent to a regular high school diploma (if offered by the State) or other State-recognized equivalent (including recognized alternative standards for individuals with disabilities), or earned a proficiency credential, certificate, or degree, in conjunction with a secondary school diploma (if offered by the State) and have left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p> | <p><u>Sending high schools record diploma information on each of their students in the state's database- MEDMS. The Maine Department of Education determines how many of the students graduated that year.</u></p> <p><u>Note: Our reports on 3S1 and 4S1 have been the same in the past. We are now distinguishing between students who receive a diploma and students who graduate according to NCLB. Our baseline numbers are the same, since the source has been the same in the past.</u></p> | <p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p> | <p>L: 87.95%</p> <p>A:</p> | <p>L: 88.45%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|---|---|---------------------------------------|---------------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 4S1 Student Graduation Rates 113(b)(2)(A)(iv) | <p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p> | <p><u>Using NCLB, the graduation rate is based on students who graduated in the traditional four years, per Section 1111(b)(2)(C) (vi) of the ESEA. Students who receive diplomas in outside of their cohort are not counted in this measure, although they are counted in 3S1.</u></p> <p><u>Note: This measure is now slightly different from 3S1, Secondary School Completion.</u></p> | <p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p> | <p>L: 87%</p> <p>A:</p> | <p>L: 87%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|---|--|---------------------------------------|---------------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>5S1 Secondary Placement 113(b)(2)(A)(v)</p> | <p>Numerator: Number of CTE concentrators who <u>completed a secondary CTE program, attained a high school diploma and left secondary education in the reporting year</u> and were placed in postsecondary education or advanced training, in military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who <u>completed a secondary CTE program, obtained a high school diploma and left secondary education during the reporting year.</u></p> | <ol style="list-style-type: none"> 1) <u>We provide a list of CTE graduates in the reporting year to the Maine Dept. of Labor, which then runs matches with UI and FEDES.</u> 2) <u>The DOL gives us back one number which represents the total number of our graduates who are employed in Maine or in the Federal government. NOTE 1: We do not currently have a way to discover how many of our graduates are employed outside of Maine or the federal government. NOTE 2: The DOL does not give us back information matched with the list we sent them, because they say they are prohibited from giving us that information by federal law. This means we do not have a way to determine which of the names on the list we sent them are employed or in the military, only how many. The result is that we cannot currently de-duplicate the number of students who are in post-secondary education and who are also employed or in the military. See info below on Natl. Student Clearinghouse.</u> 3) <u>We intend to give a list of our graduates to the National Student Clearinghouse so we can determine how many of our graduates are in post-secondary education. At the moment, we do not have a contract with NSC, so we are using a percentage of graduates based on a sample run NSC did for us two years ago. When we have our contract, we will give NSC our list of graduates first, then send the names of whichever students are not in post-secondary information over to the DOL for employment/military matches. This will allow us to avoid duplication.</u> | <p>B: 65.0%</p> <p>(from CAR adjusted level of performance 2006-07, 5% increase over 05-06)</p> | <p>L: 65%</p> <p>A:</p> | <p>L: 65%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|--|--|--|---|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 6S1 and 6S2 Nontraditional Participation and Completion 113(b)(2)(A)(vi) | <p>6S1: Non-Trad Participation Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>6S2: Non-Trad Completion Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p> | <ol style="list-style-type: none"> 1) <u>Determine which CTE students are participants (based on participant definition);</u> 2) <u>Compare participants to NAPE Nontrad list to determine students who are enrolled in a program that is nontraditional for their gender; – DENOMINATOR</u> 3) <u>Determine the number of students in step 2 who are the underrepresented gender for the program. – NUMERATOR</u> <p><u>This data will be collected and reported for both males and females.</u></p> | <p>B: For non-trad participation: 8.35%</p> <p>For non-trad completion: 11.77%</p> <p>(from CAR adjusted level of performance 2006-07)</p> | <p>L: 5.70% A: Actual level of performance 06-07 5.72%</p> <p>L: 10.20% A: Actual level of performance 06-07 10.20%</p> | <p>L: 5.72% A:</p> <p>L: 10.30% A:</p> |

03/12/08

I. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
 B. POSTSECONDARY/ADULT LEVEL

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|--|--|--|---|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</p> <p>P-sec 1P1 (see Notes below)</p> | <p>Numerator: Number of CTE concentrators who <u>COMPLETED a CTE program and received an industry-recognized credential, a certificate, or a degree who</u></p> <p>1. <u>passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, OR</u></p> <p>2. <u>received a GPA of 3.0 or better during the reporting year.</u></p> <p>(Note – The Department recognizes that a State may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator.)</p> <p>Denominator: Number of CTE concentrators who</p> <p>1. <u>COMPLETED a CTE program and received a recognized credential, a certificate, or a degree and TOOK a technical skill assessment, OR</u></p> <p>2. <u>COMPLETED a CTE program and received a recognized credential, a certificate, or a degree.</u></p> | <p>Program completion</p> <ol style="list-style-type: none"> determine what programs have “gold” level assessments; students complete programs and receive a certificate, diploma or degree (e.g. during 2006-2007); allow 1 year for students to complete the assessments and colleges to gather data (students may take assessments more than once during this year); determine which students TOOK the assessment; determine of the students that TOOK the assessment... which ones passed (this is one part of the total); of the students that completed the program and received a certificate, diploma or degree (those in step 2), remove those that TOOK an assessment (those in step 4) – this gives us the remainder of students who either chose not to take an assessment OR no assessment was available; for the students in step 6 we find those who had a GPA of 3.0 or better (this is part two of the total); the results from steps 5 and 7 will be combined to give us the total number of students that completed a program and received a certificate, diploma or degree and reached the determined level of skill attainment (passed an assessment or had a GPA of 3.0 or better). <p>*** 2006-2007 completers will be reported on the December 2008 CARS as students need time to take assessments and colleges need time to receive and report data.</p> | <p>B: None</p> <p>This is a new measure and therefore we have no baseline.</p> | <p>L: 35.00</p> <p>A:</p> | <p>L:35.50</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|--|--|--|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</p> | <p>Numerator: Number of CTE concentrators who <u>left postsecondary education and received an industry-recognized credential, a certificate, or a degree AND did not transfer to another 2 or 4 year postsecondary institution. during the reporting year.</u></p> <p>Denominator: Number of CTE concentrators who left postsecondary education <u>AND did not transfer to another 2 or 4 year postsecondary institution. during the reporting year.</u></p> | <p>State/local administrative records</p> <ol style="list-style-type: none"> determine which students are concentrators (based on concentrator definition); compare fall concentrators of one academic year to fall enrollment of the next academic year to determine the CTE concentrators who left postsecondary education (leavers) e.g. fall 2006 concentrators compared to fall 2007 enrollment– compare leavers to National Student Clearinghouse to determine which students did not transfer; subtract transfers (step 3) from leavers (step 2) – DENOMINATOR; compare students in the denominator (students in step 4) to graduates of the spring following the initial fall concentrator determination in step 2 (e.g. Spring 2007) to determine which concentrator leavers who did not transfer to another 2 or 4 year institution, received an industry-recognized credential, a certificate, or a degree – NUMERATOR. <p>*** NOTE fall 2006 concentrators will be reported on the 2008 CARS as enrollment data for fall 2007 would not be available for comparison until spring 2008.</p> | <p>B: 46.91</p> <p>From 06-07 Perkins III CARS. This measure is slightly different for Perkins IV.</p> | <p>L:47.00</p> <p>A:</p> | <p>L:47.25</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|---|--|-------------------------------------|-------------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p> | <p>Numerator: Number of CTE concentrators who remained <u>were enrolled in their original postsecondary education in the previous academic year and who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution (in-state and out-of-state) during the reporting year the following academic year AND did not receive an industry recognized credential, a certificate or degree. and who were enrolled in postsecondary education in the fall of the previous reporting year.</u></p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree. in the previous reporting year.</p> | <p>National/state administrative records</p> <ol style="list-style-type: none"> determine which students are concentrators (based on concentrator definition); compare fall concentrators of one academic year to spring completers to determine the students who did not receive an industry recognized credential, certificate or degree – DENOMINATOR; compare the students in the denominator (step 2) to the fall enrollment of the next academic year to determine the CTE concentrators who remained in postsecondary education (e.g. fall 2006 concentrators compared to fall 2007 enrollment); compare the concentrators from step 2 who are not still enrolled (students in step 2 – students in step 3) to the National Student Clearinghouse to find the students of this group who transferred to another 2 or 4 year postsecondary institution; the combination of students from steps 3 and 4 is the – NUMERATOR <p>*** NOTE fall 2006 concentrators will be reported on the 2008 CARS as enrollment data for fall 2007 would not be available for comparison until spring 2008.</p> | <p>B:58.03 From 06-07 Perkins III CARS. This measure is slightly different for Perkins IV.</p> | <p>L:58.25 A:</p> | <p>L:58.50 A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|--|--|-------------------------------------|-------------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>4P1 Student Placement 113(b)(2)(B)(iv)</p> | <p>Numerator: Number of CTE concentrators who <u>completed their postsecondary CTE program and received an industry-recognized credential, a certificate or a degree who –</u></p> <ol style="list-style-type: none"> 1. <u>left postsecondary education;</u> 2. <u>did not transfer to another 2 or 4 year postsecondary institution; AND</u> 3. <u>were placed or retained in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</u> <p>Denominator: Number of CTE concentrators who left postsecondary education <u>during the reporting year and received an industry-recognized credential, a certificate or a degree AND did not transfer to another 2 or 4 year postsecondary institution.</u></p> | <p>State administrative records/state developed and locally administered surveys</p> <ol style="list-style-type: none"> 1. determine which students are concentrators (based on concentrator definition); 2. compare fall concentrators of one academic year to fall of the next academic year to determine students who are leavers; 3. compare leavers to National Student Clearinghouse to determine which students did not transfer; 4. subtract transfers (step 3) from leavers (step 2) and compare to spring completers to determine the students who received an industry recognized credential, certificate or degree – DENOMINATOR; 5. compare the students in the denominator to DOL wage records and FEDES in the second quarter after graduation (October to December). - NUMERATOR <p>*** NOTE fall 2007 completers will be reported on the 2008 CARS as enrollment data for fall 2007 would not be available for comparison until spring 2008 and DOL matches for Oct – Dec are not available until March 2008.</p> | <p>B:87.91 From 06-07 Perkins III CARS. This measure is different for Perkins IV as it only gives 2 quarters to become employed instead of 1 year.</p> | <p>L:85.00 A:</p> | <p>L:85.25 A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|---|--|-----------------------------------|-----------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>5P1 Nontraditional Participation 113(b)(2)(B)(v)</p> | <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> | <p>State/local administrative records</p> <ol style="list-style-type: none"> determine which fall CTE students are participants (based on participant definition); compare fall participants to NAPE nontrad list to determine students who are enrolled in a program that is nontraditional for their gender; – DENOMINATOR determine the number of students in step 2 who are the underrepresented gender for the program. (Males in Nursing, Females in Automotive) – NUMERATOR <p>*** NOTE 2007 fall participants would be reported on the December 2008 CARS report.</p> | <p>B:19.96 From 06-07 Perkins III CARS. This is new data for us and is slightly different for Perkins IV.</p> | <p>L:19.75 A:</p> | <p>L:19.75 A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|---|--|--|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 5P2 Nontraditional Completion 113(b)(2)(B)(v) | <p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p> | <p>State/local administrative records</p> <ol style="list-style-type: none"> determine which students are concentrators (based on concentrator definition) e.g. fall 2006; compare concentrators (step 1) to NAPE nontrad list to determine students who are enrolled in a program that is nontraditional for their gender; identify concentrator students (from step 2) who received a credential, certificate or degree - DENOMINATOR e.g. spring 2007 identify underrepresented gender students for each program from the students in step 2 - NUMERATOR | <p>B:18.16</p> <p>From 06-07 Perkins III CARS. This is new data for us and is slightly different for Perkins IV.</p> | <p>L:18.00</p> <p>A:</p> | <p>L:18.00</p> <p>A:</p> |

Notes for Postsecondary Accountability Measures:

P-sec 1P1 - Where available and appropriate the MCCS will use a State or National end of program skill assessment. When not available or appropriate the MCCS will use a GPA of 3.0 or better. The goal of the MCCS is to implement State or National end of program assessments for every CTE program where they are available and appropriate based on industry standards.

NOTE – Each college of the Maine Community College System (MCCS) is accredited by the New England Association of Schools and Colleges through its Commission Institutions on Higher Education (CIHE). The curriculum for each new program of study must comply with MCCS Policy Section 305 which reflects the accreditation standards of CIHE, and it is reviewed by the MCCS Academic Affairs Council (the chief academic officers of each college), the Presidents Council, and the Educational Policy Committee of the Board of Trustees before being approved by the MCCS Board of Trustees who are appointed by the Governor and affirmed by the Senate.

By MCCS Policy Section 302 the academic programs of each college are assessed for the purpose of assuring "... the highest quality of education and service; to assure that graduates possess the occupational and academic skills required of employers; ...", and the Board of Trustees are apprised annually of the results of this program review using Procedure Section 304 on a schedule that assures that all academic program offerings will be assessed and updated as necessary on a five year cycle.

Appendices

- A – Summary of Public Law 2007, Chapter 240, Part XXXX
- B – Invitation and agendas from Stakeholders Groups/Public Hearings
- C – Strategic plan for CTE 2005
- D – Public Hearings
- E – Articulation Agreement Template
- F – Enhanced Articulation Agreement Template
- G – Program of Study Agreement Template
- H – Programs of Study
- I – High School Reform
- J – Online Grant Application
- K – Maine State Standards of Service for Students Who are Members of Special Populations
- L – Organizational Chart
- M – Negotiation Plans
- N – Formula distribution to eligible recipients
- O – Live Work Policy
- P – Part C Accountability Forms
- Q – Perkins III to Perkins IV Summary
- R – Perkins IV Work Plan
- S – Technical Skill Guidance

Appendix A
Summary of Public Law 2007, Chapter 240, Part XXXX

Updated 11/7/07

State Policy Objectives

The law sets forth state policy to ensure that schools be organized as units in order to provide equitable educational opportunities, rigorous academic programs, uniformity in delivering programs, a greater uniformity in tax rates, more efficient and effective use of limited resources, preservation of school choice and maximum opportunity to deliver services in an efficient manner.

All school units, of whatever form and whatever size – SADs, CSDs and municipal school units, small and large – must:

3. Work with other units to reorganize into larger, more efficient units; or
4. Where expansion of the unit would be impractical or inconsistent with state policy, reorganize their own administrative structures to reduce costs.

Process

The Commissioner of Education or her designee will convene meetings in each Career and Technical Education region to provide information, assistance and suggested alignments of school units. The Commissioner can suggest alignment of units, but local units aren't required to follow those suggestions and will ultimately pick their own partners.

SAUs will file a "Notice of Intent" with the Commissioner by August 31, 2007 and then work to develop a reorganization plan by December 1, 2007, or, if an SAU is exempted by the Commissioner, an "alternative plan." (This section updated 11/7/07)

Reorganization Planning Committees will be formed locally and will determine the structure of the proposed new Regional School Unit (RSU). Key decisions of governance, including the size and composition of the board, and the method of voting, will be made by the Reorganization Planning Committee and are part of the reorganization plan that will be submitted first to the Department of Education and then voted on by all voters in the member communities of the proposed RSU. If the reorganization plan is approved by the voters, elections will then be held for seats on the RSU school board.

The Department of Education will provide facilitators to SAUs that request them to provide technical assistance and guidance through the process.

School Unit Size and Number

Existing school units should aim to form regional school units of at least 2,500 resident students, except where geography, demographics, population density, transportation challenges and other obstacles make 2,500 impractical. Where 2,500 is impractical, the units must aim to create units of at least 1,200 students.

Offshore islands and tribal schools are not subject to a minimum size requirement.

Legislative intent of the law is to create a maximum of 80 school units or the number of units appropriate to achieve administrative efficiencies. The Commissioner may not refuse creation of a unit solely because it causes the number of units in the State to exceed 80.

Exceptions from Consolidation

"Doughnut hole:" SAUs exercising due diligence with respect to consolidation but experiencing rejection by all other surrounding districts to be included in consolidation will not be penalized if their plan documents efforts to consolidate and the plan includes alternative ways of meeting efficiencies.

Higher performing and highly efficient districts: School units whose reported 2005-2006 per-pupil expenditures for system administrative costs are less than four percent of total per-pupil expenditures and who have at least three "higher performing" schools, as defined in the May 2007 Maine Education Policy Research Institute report "The Identification of Higher and Lower

Performing Maine Schools”, are exempt from consolidation, but still required to submit a plan to meet efficiencies. The Department of Education will work with the Education and Cultural Affairs Committee to develop criteria for “efficient, high performing” SAUs in major substantive rules to be provisionally adopted by December 2007 and subject to approval by the full Legislature.

All units, whether consolidated or exempted, including island and tribal schools, must submit a plan for reducing costs.

Reorganization and Cost Reduction Plans

All plans – whether they propose consolidation or not – must show how the unit will, for FY2009 (starting July 1, 2008) reduce expenditures for system administration, transportation, special education, and facilities and maintenance in a way that does not adversely affect instructional programs. The Commissioner must provide a written statement to the SAUs that submitted plans that do not meet the statutory requirements, with the reasons for the failure of these plans and suggestions for modifications of the plan.

All reorganization plans are subject to voter approval.

An SAU whose plan is approved by the Commissioner by December 15, 2007, may hold a referendum on the plan on or before January 15, 2008, but may also choose a date after January 15 for the referendum as may units whose plan is approved after December 15. The referendum may be held on any date that otherwise meets election requirements of the state and the municipality, before or after January 15. The Department will pay for the cost of one referendum anytime before Nov. 4, 2008, except on June 10, which is already a state primary election date, and Nov. 4, which is the date of the general election. (If a vote is held on either of those dates, there would be no significant added cost for simply adding this additional ballot item.) The referendum question will clearly describe the penalties that will apply if voters disapprove of the reorganization plan.

(This section updated 11/7/07)

Financial Impact

General Purpose Aid for Education (GPA) will be reduced by \$36.5 million in FY2009 (beginning July 1, 2008) in four areas. The per-pupil rate for system administration will be reduced to 50 percent of the 2005-06 rates, adjusted for inflation and the per-pupil rate for facilities and maintenance will be reduced by 5 percent. The Essential Programs and Services allocations for special education and transportation will each be reduced by 5 percent.

GPA will continue to grow, and in fact will be \$43 million higher in 2008-09 than it is in 2007-08, even after the reduction in the four areas mentioned above. Therefore, most SAUs will NOT see a reduction in their overall subsidy in 2008-09.

Penalties

Units that vote against reorganization will face financial penalties, starting on July 1, 2009. Penalties for units that don't form appropriate regional units by the beginning of FY 2010 include:

1. A 50% reduction in minimum subsidy (the special education minimum);
2. A further 50% reduction in system administration funds;
3. Less favorable consideration in approval and funding for school construction; and
4. Loss of eligibility for transition adjustments.

In addition, the percentage of state subsidy for a unit that votes against reorganization will not increase to the highest level as called for in the four-year “ramp up” of state funding for education. The percentage of state General Purpose Aid for units that vote against reorganizing will be consistent with a statewide average contribution of 53.86% instead of the 55% overall state share. The net effect will be that those units that choose NOT to reorganize will be subject to an incrementally higher local contribution (mill rate) than those who do reorganize.

Note: The final version of the legislation removed an earlier proposed penalty that made non-complying school districts ineligible for the isolated small school adjustment.

A unit that votes against reorganization in one referendum can develop another reorganization plan and hold another referendum. The unit can avoid penalties if it approves reorganization by referendum no later than the November 4, 2008 election and is operational as a regional unit by July 1, 2009.

Schools and School Choice

Reorganization plans won't close schools or displace teachers and students. Local schools can't be closed unless the regional board votes by a 2/3rds vote AND the municipality where the school is located votes to approve the closure. If the municipality votes not to close the school that the regional board votes to close, the municipality is responsible for only the added cost of keeping the school open, not the entire cost (same as current SAD law).

Each RSU must provide comprehensive programming for all K-12 students, and must include a public or publicly-supported private high school(s). There is not a requirement that the high school be physically located in the RSU or municipal school unit so long as there is a contractual relationship (or contractual relationships) ensuring that all students – including those in special education and alternative education – are provided comprehensive programming. (This section updated 11/7/07)

Communities that have school choice now will, whether or not there is a contract to reflect that school choice, continue to have school choice after reorganization, even if they join a regional unit that has its own high school. An RSU may not by law take that choice away from any of its communities that currently have it. (This section updated 11/7/07)

Teachers and Other SAU Employees

Teachers and other school administrative unit employees will be transferred to the new unit, and will retain their rights under collective bargaining contracts. Contracts will continue until their planned expiration dates and there will be an orderly process for continuing collective bargaining.

Governance

Regional school units will be governed by a regional school board; representation on the Board is determined by the local communities as part of the reorganization planning process. Regional boards may create local school committees and specify their powers and duties.

Budget Transparency

All school units will provide budget transparency by using a uniform budget format that clearly shows the budget and how it compares to Essential Programs and Services allocations for the RSU. A budget goes to the voters first at an RSU budget meeting at which any voter may attend and propose changes to the budget and then to a budget validation referendum – that is, the budget goes to an up-or-down ballot before all voters in the municipalities making up the Regional School Unit. In single municipality districts only, the city council or other governing body holds a public hearing or other public meeting that serves in place of the RSU budget meeting.

Elementary school budgets. A municipality within a regional school unit may raise and spend additional funds for any school serving grades kindergarten through grade 8 in that municipality.

Cost Sharing Agreements. Cost sharing agreements adopted and in effect prior to the effective date of the new reorganization law and pursuant to certain laws remain in effect unless the parties to the agreement modify or terminate the agreement.

Other Provisions

Regional collaborative agreements are encouraged under this law.

The Department of Education is required to review and critique all unfunded state mandates pertaining to school systems and report to the Legislature's Education Committee by December 15, 2008.

The Department of Education is required to report to the Legislature's Education Committee on implementation of this law and make recommendations on any proposed legislation needed, by January 31, 2008 (initial report) and January 31, 2009 (final report).

Timeline - Key dates as delineated in the reorganization law

Appendix B

Invitation and agendas from Stakeholders Groups/Public Hearings



John Elias Baldacci
Governor

DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023
TEL: (207) 624-6616

Susan A. Gendron
Commissioner

MEMORANDUM

TO: Members of the State Board of Education
FROM: Susan A. Gendron, Commissioner
DATE: February 20, 2008
RE: February 21, 2008, State Board of Education Meeting

In accordance with the State of Maine laws, Title 20-A, Chapter 5, Section 402, I call for a meeting of the State Board of Education for Wednesday, February 21, 2008, at the Cross State Office Building, ATM Room 103, Augusta, Maine.

On Wednesday, February 21, 2008, at the Cross State Office Building, ATM Room 103, Augusta, the Board will meet in **Workshop Session** in accordance with the agenda as outlined below:

| February 21, 2008 Cross State Office Building | | |
|--|------------------------------------|---------------------------|
| 9:00 – 10:00 | Commissioner’s Update | Susan Gendron |
| 10:00 – 10:30 | Essential Programs & Services 101 | Jim Rier |
| 10:30 - 11:00 | Legislative Update | Jaci Holmes |
| 11:00 – 11:15 | Certification Update | Ann Weisleder |
| 11:15 – 11:30 | Construction Update | Jean Gulliver |
| 11:30 – 12:00 | Carl D. Perkins IV, Five-Year Plan | Lora Downing & Meg Harvey |
| 12:00 – 1:00 | Working Lunch – Board Development | |
| 1:00 | Business Meeting | |

The State Board of Education will conduct its **business meeting** at 1:00 p.m. Wednesday, February 21, 2008, in accordance with the attached agenda.

SG/rc

**Maine Department of Education
Carl Perkins IV Stakeholders Meeting
Maple Hill Farm
Thursday, December 6, 2007
9:00 a.m. to 3:00 p.m.
Agenda**

- I. Welcome and Introductions
- II. Review of Day's session & expectations
- III. Overview of Carl Perkins IV Plan and Timelines
- IV. Review of Carl Perkins IV Plan Sections (small groups)
 - ◆ Has MDOE answered the questions?
 - ◆ What's missing?
 - ◆ Do we need to remove or move items / sections?
 - ◆ What questions do you have on the Plan?
 - ◆ What questions do you have on the Work Plan?
 - ◆ Who should be at the table when the Work Plan elements are undertaken?

(BREAK)

- V. Report out on Small Group Feedback

(LUNCH)

- VI. Report Out on Small Group Feedback (continued)
- VII. Review of Next Steps
- VIII. Adjourn

Group

Group 1

Academic Attainment
Graduation Rates, credential, certificate, degree
Professional Development
8.5% Initiatives

Group 2

Technical Skill Attainment
Business and Industry
Professional Development
Collaboration
8.5% Initiatives

Group 3

School Completion, retention, and transfer
Graduation Rates, credential, certificate, degree
Placement

Group 4

Non traditional placement
Special Populations
8.5% Initiatives
Professional Development

Group 5

Evaluation
Data Collection
Accountability

Group Members

Doug Robertson

Al Dickey
Diana Doiron
Sue Dowling
Jean Mattimore

Gail Mazzaro

Melanie Arsenault
Phil Dionne
Sue Donar
Mark Powers

Elaine Briggs

Zane Clement
Gene Ellis
Tad Johnston
Dave Keaton
Harry Osgood

Buzz Gamble

Marcia Cook
Sally Davis
Trish Hayes
John Kierstead

Charlie Hartman

Barry Lohnes
Garrett Oswald
Gail Senese
Susan Williams

**Maine Department of Education
Carl Perkins IV Stakeholders Meeting
Maple Hill Farm
Monday, October 15, 2007
9:00 a.m. to 3:00 p.m.
Agenda**

- IX. Welcome and Introductions
- X. Review of Day's session & expectations
- XI. Review of Carl Perkins IV Legislation & Plan Development Process
- XII. Review of Carl Perkins Measures
 - ◆ Secondary & Post-Secondary Measures
 - ◆ MDOE's Related Initiatives & Activities
- XIII. Discussion on MDOE's Initiatives and Activities
 - ◆ Are they the right ones?
 - ◆ What are the gaps?
 - ◆ What improvements could we make?
 - ◆ Have we got the right mix of resources?
- XIV. Discussion on 8.5% Reserve Initiatives and Activities
 - ◆ Are they the right ones?
 - ◆ What are the gaps?
 - ◆ What improvements could we make?
 - ◆ Have we got the right mix of resources?
- XV. Review of Next Steps
- XVI. Adjourn

INFORMATIONAL LETTER:

POLICY CODE:

TO: Superintendents of Schools, Principals, Adult Education Directors and
Career and Technical Education Directors

FROM: Susan A. Gendron, Commissioner

DATE: September 28, 2007

RE: Career and Technical Education Five-Year Plan: Stakeholder Meeting

As you know, the Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) was passed by Congress in July 2006 and signed into law on August 12, 2006 (see Informational Letter #44 dated November 9, 2006). This Act builds upon the initiatives and accountability measures of the Perkins III Act. The four main themes of the new act are:

1. accountability and program improvement;
2. secondary and postsecondary connections;
3. rigor and academic links; and
4. stronger focus on business and industry connections.

The Department will be preparing a five-year plan for the 2009-2013 program years. The plan will align with the goals and objectives of the new Act and with the State's initiatives with regard to high school redesign.

In preparation for the development of the five-year plan, a stakeholders' meeting will be convened on October 15, 2007 to provide an opportunity for stakeholders to have input into the planning process. The federal law requires the stakeholder participation in the planning, coordination and collaboration prior to plan submission. Invitations to participate have been sent to representatives of the required stakeholders. If you feel there is a stakeholder group that has not been contacted and should be included on the required list, please let the contacts below know.

There are several changes in allowable expenditures and accountability provisions under Perkins IV. It is the responsibility of the eligible agency (in Maine, it is the State Board of Education) to establish the percentages by which the majority of the funds received under this Act are allocated. The funds are then distributed using the formula required in the Perkins IV Act, and in accordance with the federal law.

There will be opportunities for comment at a public hearing after the plan is written and prior to its finalization. The public hearing date(s) will be published in the State's major newspapers as required by the APA process.

We look forward to working with you to develop a plan that will move Maine forward in career and technical education.

For further information, you may e-mail either Lora Downing at lora.downing@maine.gov or Meg Harvey at margaret.harvey@maine.gov, or you can call them at (207) 624-6730.

September 28, 2007

Dear Perkins Stakeholder:

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) was passed by Congress in July 2006 and signed into law on August 12, 2006. This Act builds upon the initiatives and accountability measures of the Perkins III Act. The four main themes of the new act are:

1. Accountability and program improvement;
2. secondary and postsecondary connections;
3. rigor and academic links; and
4. stronger focus on business and industry connections.

The Department will be preparing a five-year plan for the 2008-2013 program years. The plan will align with the goals and objectives of the new Act and with the State's initiatives with regard to high school redesign.

Preparatory to the development of the five-year plan, a stakeholders' meeting will be convened on October 15, 2007, at Maple Hill Farms Conference Center in Hallowell, Maine to provide an opportunity for stakeholders to have input into the planning process. The federal law is clear on the stakeholder member requirements in the planning, coordination and collaboration prior to plan submission. As a representative of one of the required stakeholder groups, we would like to invite you to participate in a stakeholders' meeting to help guide the direction of the five-year Perkins plan. If you cannot attend and would like to send a representative, please feel free to do so and indicate the change on the registration form.

There are several changes in allowable expenditures and accountability provisions for the ensuing years. It is the responsibility of the eligible agency (in Maine it is the State Board of Education) to establish the percentages by which the majority of the funds received under this Act are allocated. The funds are then distributed using the formula required in the Perkins IV Act. This obviously must be done in accordance with the guidelines established by the federal law.

There will be opportunities for comment at a public hearing after the plan is written and prior to its finalization. The public hearing date(s) will be published in the newspapers as required by the APA process.

We look forward to working with you to develop a plan that will move Maine forward in career and technical education. For further information, you may e-mail either Lora Downing at lora.downing@maine.gov or Meg Harvey at margaret.harvey@maine.gov, or you can call them at (207) 624-6730.

Please fill out the attached registration form and send to Angela Birmingham at angela.birmingham@maine.gov by October 5, 2007. An agenda will be sent shortly. I know how busy everyone is given all of the work that has to be done, but I hope that you will be able to arrange your schedule so that you can participate in this important work.

Thank you for your assistance with this matter.

Sincerely,

Susan A. Gendron
Commissioner of Education

**MDOE Meeting re: Carl Perkins Planning Input Sessions
9-28-07**

Information to ground Linda:

- ◆ Informational Letter and Invitations (to 10/15/07 session) went out today
- ◆ Sessions on October 15, 2007 and December 6, 2007
- ◆ First Session “goal”: get input on MDOE proposals
- ◆ Second Session “goal”: get feedback on draft Carl Perkins plan
- ◆ Carl Perkins Plan for 5 years (2009 to 2013)
- ◆ Plan due in April or May 2008
- ◆ MDOE wants the draft done by 4/1/08
- ◆ Public Hearing targeted for late January (early February ?) 2008
- ◆ Funding information
 - ✓ Funds are split 50% / 50% (MCCS Office & 7 CC campuses / 27 CTE schools)
 - ✓ State keeps 5% admin plus 10% for State leadership (minus 1% to Corrections for either youth or adult; MDOE Commissioner’s discretion to target the population)
 - ✓ 85% left to distribute (but State / MDOE can decide what to do with the 10% “set-aside” of the 85%; historically, it is used to subsidize the gaps that the formula can’t fill – MDOE particularly wants input on this item)

Products needed for 10/15/07 Session:

- ◆ Timeline (for plan development, review & submittal) -- Lora
- ◆ Eligible Recipients – Meg
- ◆ Purpose of Funds -- Meg
- ◆ Contact and document source information -- Meg
- ◆ Performance Indicators – Meg
- ◆ Grant overview / CP “themes” / funds break-out -- Meg
- ◆ Grid (charting performance indicators & MDOE proposed initiatives and funds / % assigned, if any) – Meg and Lora
- ◆ Break-out on 10% set-aside (how used now vs. what’s being proposed) -- ?
- ◆ Formula used to distribute 50% to MCCS / campuses vs. 50% to the CTE schools -- Meg

Notes on above:

- ◆ *All these items will be available in a packet for the session participants (?)*
- ◆ *The timeline, the funds break-out and the contact info will be created as large “posters” to be on view during the session*
- ◆ *Meg & Lora will create a “fire bombs” list for Linda (basically, anything that will be changing from the current Transitional Plan to the new five year plan)*
- ◆ *Angie and Elaine will attend as note takers*

Questions for 10/15/07 Stakeholders:

- ◆ What's missing in the MDOE proposal as outlined? (identify gaps)
- ◆ What's the best use of the 10% set-aside monies? (*MDOE may say – must go to support non-traditional services, but need to discuss with Commissioner*)
- ◆ What are the priorities under the MDOE initiatives to support the performance indicators?
- ◆ *What's would enhance the proposals outlined by MDOE? (this may not be asked)*

Next steps:

- ◆ Lora & Meg will develop the products needed for the 10/15/07 session
- ◆ They'll get those products to Linda ASAP (end of next week – 10/65/07) (NOTE: Priority is the "grid" because that will influence the session agenda structure)
- ◆ Linda will review, clarify and use as a basis to develop the 10/15/07 agenda
- ◆ Meg will check that Maple Hill Farm can accommodate +90 attendees
- ◆ Follow-up meeting / phone check-in (the week of October 9th to 12th)

From: Donna Tiner [dtiner@mccs.me.edu]

Sent: Tuesday, September 18, 2007 8:16 AM

To: Susan Williams; Alan Punches; Bob Rowe; David Markow; Diana McSorley; Diane Vickrey; Jean Mattimore; Jim McGowan; Paula Gagnon; President Woodlee; Roger Philippon; Ron Turner

Cc: Harvey, Margaret; President Cassidy; President Crowley; President Hedlund; President Knapp; President Lyons; President Ortiz

Subject: FW: Perkins 5 year plan stakeholder's meeting- October 15,2007-save the date
Good Morning,

MDOE is planning a Perkins 5-year Plan - Stakeholders meeting on October 15th (time and location to follow – but will most likely be in Augusta). Each college may send one representative to the meeting. Please submit the name of the person attending from your college to me by Friday, September 21st. If you prefer not to send an attendee, please send me an email to let me know. These names will be sent to MDOE so the attendees will receive a formal invitation and any related information.

If you have questions about the meeting, please let me know.

Thank you,
Donna

Donna Tiner

Perkins Grant Manager
Maine Community College System
323 State Street
Augusta, ME 04330
Telephone: 207-629-4012
Email: dtiner@mccs.me.edu

Subject: Perkins 5 year plan stakeholder's meeting- October 15, 2007-save the date

There will be a stakeholders meeting on October 15, 2007 for the planning of the 5 year Carl D. Perkins plan. A formal initiation will be sent shortly. Your input would be greatly appreciated.

*Margaret Harvey
Adult and Career Tech Education
Maine Department of Education
Station # 23
Augusta, Maine 04333
207-624-6739-Phone
207-624-6731-FAX
Margaret.Harvey@Maine.gov*

10/15/2007 (MHS)

| Code | Key | Lname | Fname | Title | School/Organization |
|-------------|------------|-----------------|--------------|--------------------------------|-------------------------------------|
| 12 | COMM | Allarie-Dowling | Sue | Member | Augusta School Board |
| 18 | DOC | Attendee | Possible | | Department of Corrections |
| | SUP | Birmingham | Angela | Secretary | Department of Education |
| | SUP | Briggs | Elaine | Secretary | Department of Education |
| 16 | AE | Callahan | Robert | Assistant Director | Lewiston Adult Education |
| 3 | CTE A | Cannan | Donald | Director | Lewiston Regional Technical Center |
| 16 | AE | Cook | Marcia | Education Specialist | Department of Education |
| 13 | SP | Davis | Sally | Director | Women, Work and Community |
| 3 | CTE A | Dickey | Al | Director | Maine Applied Technology Region 3 |
| 1 | AT | Doiron | Diana | Education Specialist | Department of Education |
| 14 | BUS | Donar | Sue | | Associated Constructors of Maine |
| 15 | GOV | Downing | Lora | Education Specialist | Department of Education |
| 4 | AA | Doyle | Pat | Principal | Oak Hill High School |
| 14 | BUS | Dugal | Gregory | | Maine Innkeepers Association |
| 11 | JOBS | Duval | Steve | | Department of Labor |
| 16 | AE | Dyer | Becky | Education Specialist | Department of Education |
| 5 | G | Ellis | Cheryl | Student Services | Region 9 |
| 11 | JOBS | Ellis | Gene | Pre-apprenticeship | Department of Labor |
| 2 | CTE T | Fisher | Elizabeth | Instructor | Lewiston Regional Technical Center |
| 10 | TP | Fitzgerald | Ron | | Northern Maine Community College |
| 10 | TP | Gagnon | Paula | | York County Community College |
| 13 | SP | Gamble | Buzz | Education Specialist | Department of Education |
| 3 | CTE A | Gammon | Brenda | Director | Region 9 |
| 14 | BUS | Grotton | Dick | | Maine Restaurant Association |
| 3 | CTE A | Guimont | Deborah | Director | Sanford Regional Vocational Center |
| 17 | DOE | Hartman | Charlie | Education Specialist | Department of Education |
| 15 | GOV | Harvey | Meg | Education Specialist | Department of Education |
| 14 | BUS | Jackson | Chris | | Maine Oil Dealers Association |
| 12 | COMM | Johnson | Sue | | |
| 1 | AT | Johnston | Tad | Education Specialist | Department of Education |
| 3 | CTE A | Kapiloff | Glenn | Director | Foster Technology Center |
| 1 | AT | Kraljic | John | Technology Educ Assoc of ME | Falmouth High School |
| 10 | TP | Lynham | Sandra | | Southern Maine Community College |
| 9 | HE | Markow | David | | Washington County Community College |
| 10 | HE | Mattimore | Jean | | Maine Community College System |
| 17 | DOE | Mazzaro | Gail | Education Specialist | Department of Education |
| 9 | HE | McGowan | Jim | State Program Director | CCD/Maine Quality Centers |
| 9 | HE | Moore | Kathy | | Kennebec Valley Community College |

03/12/08

Page 122 of 292

Maine State Board Perkins IV Five-Year Plan

| | | | | | |
|----|-------|------------|----------|----------------------------------|--|
| 13 | SP | Mosher | Trisha | Program Director | Women Unlimited |
| 14 | BUS | Newman | Kathleen | President | Associated Builders and Contractors of Maine |
| 11 | JOBS | Oswald | Garret | MJC | Department of Labor |
| 10 | TP | Philippon | Roger | | Central Maine Community College |
| 3 | CTE A | Powers | Mark | Director | Mid-Maine Technical Center |
| 5 | G | Reed | Shelley | Education Specialist | Department of Education |
| 1 | AT | Reutershan | Don | Education Specialist | Department of Education |
| 10 | TP | Ridlon | Walt | Tech Prep Coordinator | Central Maine Community College |
| 17 | DOE | Robertson | Doug | Education Specialist | Department of Education |
| 9 | HE | Rowe | Bob | | Eastern Maine Community College |
| 14 | BUS | Sacks | Jon | | Downeast Construction Assoc |
| 16 | AE | Senese | Gail | Director | Portland Adult Education |
| | FAC | Smith | Linda | Facilitator | |
| 9 | HE | Tiner | Donna | Perkins Grant Manager | Maine Community College System |
| 9 | HE | White | Karen | Vice President and Academic Dean | Kennebec Valley Community College |
| | | | | | |

| | | |
|----|-------|--|
| 1 | AT | Academic teachers |
| 2 | CTE T | CTE teachers |
| 3 | CTE A | CTE administrators |
| 4 | AA | Academic administrators |
| 5 | G | Career Guidance and academic councilors |
| 6 | ER | Eligible recipients |
| 7 | CHART | Charter school authorizers and organizers consistent with State law |
| 8 | P/S | Parents and students |
| 9 | HE | Institutions of higher education |
| 10 | TP | State tech prep coordinator and representatives of tech prep consortia (if applicable) |
| 11 | JOBS | Entities participating in activities described in section 111 of Public Law 105-220-state workforce investment boards; Maine Jobs Council; One stop career center directors, Maine Department of Labor |
| 12 | COMM | Interested community members (including parents and community organizations) |
| 13 | SP | Representatives of special populations |
| 14 | BUS | Representatives of business and industry (including representatives of small business) representatives of labor organizations in the State |
| 15 | GOV | Federal and State officials (Governor, Legislators, members of Congress, members of Me Board of Education) |
| 16 | AE | Adult Education |
| 17 | DOE | Maine Department of Education |
| 18 | DOC | Maine Department of Corrections |

AGENDA

State Board of Education
April 11, 2007
1:00 - 4:00 PM
Burton M. Cross State Office Building
Room 103

I. CALL TO ORDER

II. APPROVAL OF THE MINUTES

January 10 and February 20, 2007 Minutes

III. CONSENT AGENDA

IV. REGULAR BUSINESS

A. Major Capital School Construction Program; Concept Approval Consideration, SAD #6, Buxton Elementary School Construction Project

B. Major Capital School Construction Program; Concept Approval Consideration; Westbrook Middle School Construction Project

C. Consideration of the Interim Report from the University of Maine at Fort Kent Teacher Education Program

D. Initiation of Maine Administrative Procedure Act (APA) for Chapter 13: Qualifying Examinations For Teachers And Administrators

E. Update and Consideration of the State Approval Status for the University of Maine College of Education and Human Development Educator Preparation Programs at Both the Initial and Advanced Levels

F. Consideration of the Carl P. Perkins Career & Technical Education Act of 2006 State Transition Plan

G. Consideration of Maine State Standards of Service for Students with Special Needs

V. REPORTS

A. Commissioner's Report

B. Chair's Report

C. Board Member Reports

VI. PUBLIC COMMENTS

VII. ADJOURN



John Elias Baldacci
Governor

DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023
TEL: (207) 624-6616

Susan A. Gendron
Commissioner

MEMORANDUM

TO: Members of the State Board of Education
FROM: Susan A. Gendron, Commissioner
DATE: April 3, 2007
RE: April 11, 2007, State Board of Education Meeting

In accordance with the State of Maine laws, Title 20-A, Chapter 5, Section 402, I call for a meeting of the State Board of Education for Wednesday, April 11, 2007.

On Wednesday, April 11, 2007, the Board will meet in **Workshop Session** in accordance with the agenda as outlined below:

| | | |
|---------------|---|--|
| 8:30 – 8:45 | Construction Update | Ellie Multer |
| 8:45 – 9:00 | Certification Update | Ann Weisleder |
| 9:00 – 9:15 | Legislative Liaison Committee Update | Jim Carignan |
| 9:15 – 9:45 | Department Update | Commissioner Gendron |
| 9:45 – 10:00 | BREAK | |
| 10:00- 10:30 | Update - Perkins Plan & Maine State Standards for Service for Students with Special Needs | Wanda Monthey, Meg Harvey, Stephanie Turgeon, Lora Downing |
| 10:30 – 11:00 | Update – University of Maine | Harry Osgood, Bob Cobb & Anne Pooler |
| 11:00 - 11:45 | Leading the Way | Michael Wilhelm, Supt. SAD 75 |
| 11:45 – 12:00 | Discussion of Proposed State Board Mission Statement | Jim Carignan |
| 12:00 – 1:00 | LUNCH Business Meeting | |

The State Board of Education will conduct its **business meeting at 1:00 p.m. Wednesday, April 11, 2007,** in accordance with the attached agenda.

SG/rc



John Elias Baldacci
Governor

DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023
TEL: (207) 624-6616

Susan A. Gendron
Commissioner

MEMORANDUM

TO: Members of the State Board of Education
FROM: Susan A. Gendron, Commissioner
DATE: March 7, 2007
RE: March 13 & 14, 2007, State Board of Education Meeting

In accordance with the State of Maine laws, Title 20-A, Chapter 5, Section 402, I call for a meeting of the State Board of Education for Tuesday, March 13 and on Wednesday, March 14, 2007.

On Tuesday, March 13, 2007, the Board will meet in **Workshop Session** in accordance with the agenda as outlined below:

| March 13, 2007 Lou Buker Center 22 Armory Street Augusta | | |
|--|-------------------------------------|---------------------------|
| 12:00 – 1:00 | LUNCH | |
| 1:00 – 2:30 | Discussion: Arthur Levine Article | Jim Carignan |
| 2:30 – 3:15 | University of Maine & Diversity | Bob Cobb and Anne Pooler |
| 3:15 – 3:30 | Transportation/Consolidation Report | David Silvernail |
| 3:30 – 3:45 | Construction Update | Ellie Multer |
| 3:45 – 4:00 | Certification Update | Ann Weisleder |
| March 14, 2007 Burton M. Cross State Office Building ATM Room 103 Augusta | | |
| 9:00 - 11:00 | Business Meeting | |
| 11:00 - 11:45 | Department Update | Commissioner Gendron |
| 11:45 - 1:00 | LUNCH | |
| Resume Workshop Session | | |
| 1:00 – 1:30 | Adult Education | Cathy Newall & Becky Dyer |
| 1:30 – 2:15 | Perkins Act | Jackie Soychack |

The State Board of Education will conduct its business meeting at 9:00 a.m. Wednesday, March 14, 2007, in accordance with the attached agenda.

SG/rc

Agenda
Career and Technical Education
Perkins Stakeholders Meeting
Maine Community College System Office
February 7, 2007
9:00 a.m. to 12:00

- | | |
|--------------------|--|
| 9:00-9:15 | Introductions |
| 9:15-10:15 | Feedback |
| 10:15-11:45 | - Accountability – Secondary and Post-Secondary - Establishing measurement definitions and approaches - Establishing a state adjusted level of performance – including process for state/local negotiations |
| 11:45-12:00 | Report out Ground Rules for Feedback |

- MDOE will record your comments and questions without response at this time – this is your opportunity to share
- State your comments/question clearly and concisely – referencing page number and section
- Be respectful
- Self-monitor airtime- be aware that many participants would like to speak

Stakeholder Meeting
Wednesday, December 20, 2006
8:30 a.m. – 3:00 p.m.
Maine Community College System Office

AGENDA

- I. Welcome and Introductions – Coffee/muffins etc.
- II. Overview of Perkins IV
- III. Work Groups
 - A. Definition of CTE student
 - B. Definition of Tech Prep student
 - C. Articulation agreements/dual enrollments
 - D. Industry-recognized credential
 - E. Programs of study
 - F. Special populations
 - G. NTOs

LUNCH

- IV. Accountability Goals
- V. Measurement Definitions
- VI. Other

From: Mcquarrie, Shirley
Sent: Thursday, November 09, 2006 9:15 AM
To: 'doe_letters@lists.maine.gov'
Subject: Informational Letter 44: Carl D. Perkins Career and Technical Education Improvement Act of 2006

TO: ALL SUPERINTENDENTS OF SCHOOLS

The following message is being sent at the request of the Commissioner.

***** Please forward to Principals, Adult Education Directors and Career and Technical Education Directors *****

Note: The Administrative and Informational Letters (with more formatting for ease of reading and printing) are available on our website at the following address: <http://www.maine.gov/education/edltrs/homepage.htm>

INFORMATIONAL LETTER: 44
POLICY CODE: IHAQ

TO: Superintendents of Schools, Principals, Adult Education Directors and Career and Technical Education Directors
FROM: Susan A. Gendron, Commissioner
DATE: November 9, 2006
RE: Carl D. Perkins Career and Technical Education Improvement Act of 2006

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) was passed by Congress in July 2006 and signed into law on August 12, 2006. This Act builds upon the initiatives and accountability measures of the current Perkins Act. There are four main themes of the new act and they are:

1. Accountability and program improvement
2. Secondary and postsecondary connections
3. Rigor and academic links
4. Stronger focus on business and industry connections.

The Department will be preparing a transition plan for the 2007-2008 program year and will prepare a five-year plan for the 2008-2013 program years. The plan will align with the goals and objectives of the new act and with the State's initiatives with regard to high school transformation. The transition year will give the State time to develop data and benchmarks upon which accountability goals and funding decisions will be based.

Preparatory to the development of the transition plan, Maine has invited Michael Brustein, Esq., an authority on federal vocational education law and the author of several publications and guidelines for administration of past Perkins Acts, to speak in Maine on December 6th regarding Perkins IV. Subsequent to that information session, a stakeholders meeting will be convened on December 19th to provide an opportunity for attendees to have input into the planning process.

There is every indication that the U.S. Department of Education is planning to write regulations for the new act and there are several changes in allowable expenditures and accountability provisions for the ensuing years. It is the responsibility of the eligible agency (in Maine it is the State Board of Education) to establish the percentages by which the majority of the funds received under this act are allocated. This obviously must be done in accordance with the guidelines established by the federal law. Therefore, there is no guarantee that those of you now receiving funding will continue to receive funds or will continue to receive the same level of funding as you do currently.

Perkins Stakeholders Meeting
December 19, 2005
Burton Cross Office Building
Room 103B
8:30 a.m. – 4:00 p.m.

AGENDA

- Welcome, purpose
- Check in
- Overview/context
- Stakeholder organization introductions
- Small group dialogue

LUNCH

- Whole group sharing of ideas
- Advice to Yvonne
- Summarizing the day
- Close

**Stakeholders meeting
Perkins State Plan
12/19/05**

Requests for participation list and summary

- ❑ Plan more black and white – clear rules – what allowed – don't leave to interpretation
- ❑ Greater articulation – CTE-CC –apprenticeships –
- ❑ Industry standards – CTE – CC
- ❑ Leveraging resources (Career Prep)
- ❑ More than one model but not too many
- ❑ Competency driven - not seat time
- ❑ Professional development
 - Make sure instructors up to speed
- ❑ Technical Ed 6-9
- ❑ Broader Technical literacy
- ❑ Marketing promotion
- ❑ MEA assessments/LAS – until part of that, we are not valued – (more math and ELA in same setting when students are not successful?)
- ❑ Perkins funds used now for entry and re-entry to work force
- ❑ Local funding loss – Perkins loss too? GPA to replace critical
- ❑ Reporting out of achievement data
- ❑ Early college can work and has – use current models to build state plan
- ❑ Remediation - JMG successful
- ❑ Numeracy and literacy part of all
- ❑ Perkins funds – those who receive need to be held to same standards
- ❑ Need to be defining of items in Perkins
- ❑ Better model horizontal and vertical integration
- ❑ Look at program improvement and look at federal indicators and over-lap
- ❑ John Wright – Perkins needs to reach further down into elementary grades – pathway program or demonstration model – start students thinking earlier

| Organization | Possibilities |
|--|---|
| Support for local action committees | |
| MMTC - Mid-Maine Technical Center | Governance board, steering committee, program advisory committee |
| CMCC- Central Maine Community College | Steering committee/education committee with chamber AVEC planning committee |
| JMG – Jobs for Maine’s Graduates | Chamber of Commerce, Community Service groups, connections with local businesses |
| MCCS – Maine Community College System | Chamber of Commerce, Community Service Groups, Connecting with local businesses |
| Adult Education | Local adult education directors s/b involved |
| Women Work and Community | WWC/Committee on Women In Trades and Industry involvement as appropriate |
| Special Services | Regional Planning/Regulation Development |
| Special Services | Coordination of Initiatives (Ex-GEAR UP) |
| CC - Children’s Cabinet | KMCC/Communities for Children & Youth |
| Support for early college programs/articulation/dual enrollment | |
| MMTC | Dual enrollment |
| CMCC | Dual enrollment, early college, articulation agreements |
| MCCS | Support dual enrollment, early college, articulation agreements |
| MCCS | Enroll in college for Maine program |
| Corrections | Work on transitional opportunities for offender population |
| USM/TEAM | Facilitate better articulation between tech ed and CTE programs grades 7-14 |
| LRTC | Schools of engineering, health science, and CISCO awarding 12-15 college credits upon successful completion Have 24+ articulation agreements |
| Adult Education | College transitions/aligned curricula in math and language arts w/CC’s Articulation agreements w/CC’s being signed ’06. |
| WRVC | Continue to establish articulation agreements between the center and post-secondary schools |
| JMG | Support dual enrollment and connecting students w/colleges |
| SS | Student planning/family engagement |
| Promotion of Literacy | |
| JMG | Partnering with CRM (Center for Resource Management) |
| USM | Provide CTE teachers with in-service on technical writing |
| LRTC | SRI implementation –using Lexile protocols – teaching literacy in the CONTENT AREA – |

| | |
|---|---|
| | PLATO and Learning 100 programs |
| Adult Education | STAR project –teaching teachers to teach literacy to older teens and adults - across content imbedded curricula |
| WRVC | Integrate technical publications in the curriculum to promote literacy |
| Special Services | Coordination/integration literacy initiative |
| Women unlimited | Combine technical literacy into trainings. Teach the language of the occupation |
| | |
| | |
| Integration of Academics | |
| JMG | Working with school partner |
| MMTC | Related tech academics |
| Corrections | Work with DOE |
| Women Unlimited | Work w/Corrections and school partners using nationally accredited curricula |
| Adult Education | Provide the basic academics for projects of other service providers |
| Special Services | IEP Development/Chapter 127 planning |
| LRTC | Developed (SLC) Schools of engineering and health science with heavy academic integration Increase number of students engaged in CTE |
| Support for entrepreneurship program development | |
| Women Work and community | Intro to business 3 hour sessions to CTE students Starting a business – 9 hour (business plan) Connect CTE students introduction in business with our larger small business network |
| Adult Ed | Coordinate with other service providers, Teach the skills needed for product development/marketing/etc. |
| WRVC | Integrate or establish an entrepreneur program into our program offerings |
| MCCS | Coordinate/develop credit/non-credit programs – resources - services |
| Corrections | Expand current programming to include entrepreneurship |
| LRTC | Have entrepreneurship program |
| JMG | Bringing business into classroom |
| Special Services | Technology/ assistive technology |
| Support for nontraditional programs/activities | |
| Adult Ed | Continue to offer training in non-trad Coordinate services with other providers |
| Women Unlimited | Continue work with middle/high school students in NTO conferences with hands on workshops and events |

| | |
|--|--|
| | Coordinate with other agencies to provide the course work or linkage for people re-entering education |
| Women Work and Community | Continue to work with gender equity coordinator at community college level to increase recruitment and retention Leverage DOT to serve middle level student in exploring NTO opportunities Continue NTO Totally Trades Conference for CTE/HS students Continue participation in CATC program advisory committee Re-institution sex equity cadres at CTEs Provide on-sight follow-up from Totally Trades workshop to CTE schools |
| CMCC | “Transition to College” workshops for students with disabilities |
| LRTC | Teach “Women in Technology” program |
| MCCS | Continue to partner with Women Unlimited and Women Work and Community |
| Corrections | Expand integrated/project based learning to adult programs |
| Children’s Cabinet | KMCC |
| Standards development....skill/assessment development | |
| MCCS | Research standards - curriculum – certification |
| WRVC | Continue to align programs to enable students to obtain national or state certification |
| Adult Ed | In the loop, aligned with standards and assessment (PK-16 and CTE) |
| MMTC | National skill standard – student certification |
| MCCS | Established trade and industry standards can and should be put to work in MCCS courses! |
| LRTC | SISME development reporting industry skills/ MLRs and student info in a consistent manner |
| Special Services | Performance /effective practices/youth involvement |
| MDOE | How fit with MLR |
| Program Improvement | |
| MCCS | Entrance the capacity of faculty to teach |
| USM | Revamp the CTE teacher education program to reflect current practices |
| MCCS | Program review against CMI program certification |

| | |
|----------------------------------|--|
| Program Improvement cont. | |
| MMTC | National Skill Standards |
| Women Unlimited | Develop and continue programming that is tied to the needs of the Maine labor market |
| LRTC | Plato and reading/literacy programs |
| JMG | Expansion, serve more students |
| Special Services/MACECD/COT | Performance indicators |
| Children's cabinet | Transition grant mapping |
| Adult Ed | Aligning with learning results and common assessments Work readiness cert. at career prep |
| WRVC | Continue to look for new relevant programming for students to enter the workforce or post-secondary education prepared |

Language for proposal:

Yvonne to remember

- Professional development – how to integrate activities at school level
- Prioritize and do a few things well
- Accountability – how do we know when do well – clear benchmarks
- Maine at Crossroads – economy will get better if more people working at high wages - get more people educated/involved
- Build on strengths of system as it exists – look at possibilities using strengths
- System data driven - modeling best practices - challenge status quo
- Combine theory and practice – look at whole, move to quadrant D –
- Support from somewhere – for ESOL population – have skills can't get into jobs due to literacy issues
- Current practice includes a lot of partnerships how can one partnership enhance the other – work together
- Don't separate dual enrollment, early college and articulation connect the language
- Pay attention to needs of job market
- Set clear expectations for all recipients so that they can meet
- Initiatives that weave through each of the areas – show connections

November 23, 2005

Dear Perkins Stakeholder:

I had hoped that the new federal act to fund Career and Technical Education (CTE) would have been enacted by now, but it seems that Congress will not have voted on a new bill by the end of this calendar year. Maine has been operating under the Carl D. Perkins Vocational and Technical Education Act of 1998 for seven years and the goals and funding categories no longer meet the needs of the state as it moves toward P-16 seamless education and high school transformation.

This year Maine will submit an amended plan for expenditure of the funds and the CTE Director, Yvonne Davis, will be convening a stakeholders' meeting on December 19, 2005 in Augusta from 8:30 a.m. to 4:00 p.m. The purpose of the meeting is to seek input to ascertain how the various stakeholders might provide services that advance the goals of the state in terms of the above-mentioned initiatives, including further implementation of the CTE Strategic Vision and implementation plan.

Please R.S.V.P. to Angela Birmingham at angela.birmingham@maine.gov by December 1, 2005. A meeting notice and agenda will be sent shortly.

I know how busy everyone is given all of the work that has to be done, but I hope that you will be able to arrange your schedule so that you can participate in this important work.

Thank you for your assistance with this matter.

Sincerely,

Susan A. Gendron
Commissioner of Education

Appendix C
Strategic plan for CTE 2005

**A Strategic Plan for the Future of
Career and Technical Education
in Maine**

June 20, 2005

TABLE OF CONTENTS

| | |
|---|----|
| Introduction | 3 |
| Bloom's Taxonomy Chart | 6 |
| Statewide Educational Reform Context | 6 |
| Organization of the Plan | 9 |
| Mission Statement and Vision | 11 |
| Vision Area #1: A Student-Centered Education | 12 |
| Vision Area #2: Integration | 16 |
| Vision Area #3: Literacy | 25 |
| Vision Area #4: Data Analysis | 30 |
| Vision Area #5: Partnership | 34 |
| Partial List of Stakeholder Associations and Institutions | 38 |
| Members of State Advisory Committee on Career and Technical Education | 39 |
| Glossary | 42 |
| Color Code | 42 |

Career and Technical Education Strategic Vision

Introduction

Overview:

At no time in our recent history has there existed such widespread agreement that secondary education must adapt—and rapidly—to the increasing expectations for student performance. Indeed, as the educational implications of the 21st Century economy become clearer, focus has sharpened on preparing all students for post-secondary education, which the vast majority of emerging careers will require. Demographic trends, which highlight the reality of burgeoning numbers of retirees and shrinking numbers of younger workers, have only heightened the need to invest in the education of each of our young people.

As Marc Tucker, President of the National Center for Education and the Economy, points out, “Low-skill jobs are disappearing at increasing speed. And the higher skill jobs that are proliferating require the very qualities that good educators have always valued: broad and deep knowledge, a critical mind, the capacity for autonomous and thoughtful behavior, the ability to relate productively to others, the ability to think well and the capacity to learn what one needs to learn when one needs to learn it.”

It is against this increasingly urgent backdrop that the Career and Technical Education (CTE) strategic visioning process has taken place. Commissioner Susan A. Gendron charged the CTE Advisory Committee, formed to conduct the visioning process, with developing a bold and transformational vision for the future of CTE in Maine. At the same time, Commissioner Gendron also charged all Department secondary education reform initiatives to achieve a new level of coordination and collaboration. In the days ahead, as the recommendations and action strategies contained in this report serve as a blueprint for reform, Maine must also work toward unprecedented coordination among state agencies, private non-profit organizations, secondary and post-secondary educational institutions, and business and industry.

In evidence throughout the following pages is the profound influence of Dr. Willard Daggett of the National Center for Leadership in Education. Dr. Daggett (or Bill as he is known in Maine) delivered a powerful keynote address at the outset of the three-day strategic visioning event in the summer of 2004, then remained for the entire three days to offer insights, critical feedback, and inspiration to the 80+ participants. His deep knowledge of the looming changes in technology, the workplace of the future, and promising educational reform strategies permitted the three days of planning to “look over the horizon” and to produce a result that has the potential to stimulate significant change.

Historical Perspective:

Prior to looking over the horizon, however, it is important to consider how vocational and technical education has evolved over the decades:

Federal legislation has played a major role in the shaping of vocational education. The Smith-Hughes Act of 1917 provided financial aid for vocational education in public secondary education. It was the first time that the Federal government gave states money for education. At that time vocational education was a method of education that helped students, who were hands-

on learners, apply the academic concepts they were being taught. It was an integrated system at the turn of the century.

The basic elements of vocational education remained the same until 1963. It was then that the government made a major policy shift and established set-asides for underserved populations. Successive Federal Acts sought to make improvements in planning, program improvement, sex-role stereotyping, access and public/private sector cooperation.

The effect of the separate legislation was the separation of secondary vocational education programs from other education programs and the view that these programs were solely for disadvantaged youth.

In the 1990s there was another significant shift in Federal policy and that was the integration of academic and vocational-technical education in order to prepare a competitive and highly-skilled workforce. (That was the first Carl D. Perkins Vocational and Applied Technology Education Act-1990.) Perkins II focused on the integration of vocational-technical education with academics, articulation between secondary and postsecondary education and partnerships with business and labor.

Perkins III has built upon that foundation and offers somewhat more flexibility in exchange for a great deal more accountability. The basic intent of Congress was to assist the states in the promotion of continuous improvement of secondary and postsecondary vocational programs. The legislation also removes the funding of set-asides, but requires each state to establish a State Performance Accountability System and to assure continued services to populations previously served through the set-asides.

The Positive Core of CTE

In 1915 John Dewey wrote, “Effective education requires student-centered environments for educational purposes, and integration of the head and hand, of mind and action, and of academic and vocational.” That is as true today as it was in 1915 and that duality is reflected in the Positive Core of CTE as well as in the Vision Areas of the strategic plan.

An especially important part of the CTE Visioning Conference in June was the participants’ identification of the “positive core” of CTE – its qualities and attributes when CTE is at its best, the core strengths of CTE to build on in the future. The attributes, arranged under five categories, are as follows:

Applied Learning Model

- Integration of knowledge and application; translation into real life skills through hands-on, applied learning, reinforcing academic concepts
- Opportunities relevant to students’ interests and aptitudes
- Natural links to academics and to business and industry

Industry/Career Pathway Standards

- Insures that technical skills and knowledge in programs are current and valid
- Universal acceptance of skill attainment and portability of credentials and credits
- Enables articulation with post-secondary programs

Student Engagement

- A voluntary alternative, accessible to all
- Student involvement in learning and teaching
- Love of learning, leading to lifelong learning
- Practicing work ethic in an adult environment
- Increased student confidence, self-esteem

A Committed Faculty

- Supported and inspired by its close ties to industry
- Passionate and knowledgeable
- Flexible – able to individualize learning for students

Relationships

- Teacher-student relationships are human, personal
- Students feel valued
- Small class size

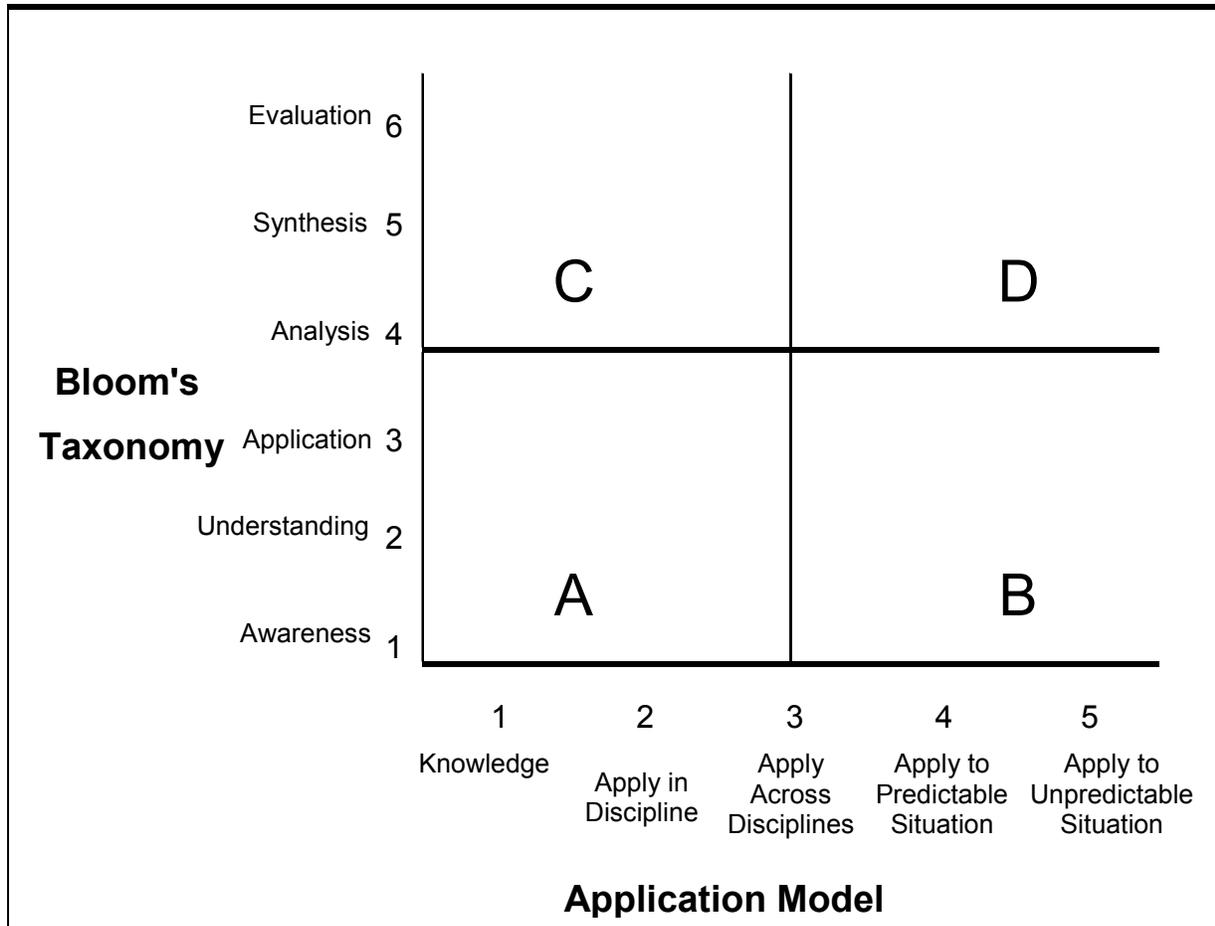
The Applied Learning Model, with a focus on technical skill attainment and related concepts, lies at the heart of CTE. Applied learning is what allows CTE to have a positive impact on students, as it helps to ensure student engagement in the learning process and a close relationship with CTE faculty members. Thus, applied learning informs this strategic plan in all its areas.

Also informing the plan are the characteristics of the thirty best high schools in the United States as identified in the *Bringing Successful Practices to Scale* initiative conducted by the Council of Chief State School Officers and the International Center for Leadership in Education. Those characteristics are:

- Focusing instruction around student's interests, learning styles, and aptitudes through a variety of small learning community approaches, most commonly academies
- Administrators and teachers share an unrelenting commitment to excellence for all students
- Emphasis on literacy across the curriculum
- A laser-like focus on data at the classroom level to make daily instructional decisions for individual students
- An extraordinary commitment of resources and attention to 9th grade students
- A rigorous and relevant 12th grade year
- High quality curriculum and instruction that focuses on rigor, relevance, relationships and reflective thought
- Solid and dedicated leadership

In order to prepare Maine's young people to live in a technological world and in order to develop a world-class workforce, schools must create a framework in which application skills as well as academic skills are strengthened. Below is the Application Model developed by the International Center for Leadership in Education. This model contains four quadrants, each with different hierarchies of acquisition and application of knowledge. Currently college preparatory

programs operate in the “C” quadrant and CTE programs operate in the “B” quadrant. The goal for Maine is the preparation of **ALL** students to enable them to function in the “D” quadrant where they will be able to apply knowledge in unpredictable situations. In this report, that will be referred to as Quadrant D Learning.



The Statewide Educational Reform Context:

Participants in the three-day June conference discovered that they were creating their vision for the future of CTE in a complex, many-layered context that includes, among other things, a series of statewide educational initiatives currently underway:

- Chapter 127 implementation, including development of Local Assessment Systems as the basis for student high school graduation.
- Gender Equity Task Force
- Citizenship Education Task Force
- Compact for Higher Education
- “Learning Results-Parameters for Essential Instruction” Review process
- P-16 Task Force
- Task Force on Teacher Workload

- Great Maine Schools Project
- Laptop Initiative (MLTI)
- Governor’s Economic Development Task Force

As the visioning continued, participants developed a strong consensus that the consolidation of statewide initiatives would be highly desirable, not only for congruency among them all but also for the greater coherence and seamlessness of Maine’s educational system itself. That desire became an assumption or premise of the CTE vision and an invitation to all educators – a sort of “Declaration of Interdependence” – and the participants expressed it in this way:

“We strongly recommend that the State of Maine incorporate its educational initiatives, K-16 and lifelong, in a student-centered, statewide, systems-based consolidated plan that is data-driven, accountable, and supported by all stakeholders of the community.”

Moreover, the participants proposed a series of strategies in support of the recommendation which include convening representatives from the initiative groups to identify common themes centered around the latest research (e.g., Willard Daggett’s findings), connecting or collapsing multiple initiatives wherever possible, and developing criteria to evaluate educational initiatives; e.g., data-driven/analyzed, student-centered, outcome-based/warranted (measurable), and collaborative.

Integration

Vision Area #2, Integration, is perhaps the most important, yet most difficult vision to achieve. All secondary learning institutions must support the integration of rigorous and relevant career, academic, interpersonal, technical and life skills with applied learning models in all aspects of the teaching and learning process, for all students, at all grade levels. Thus we ensure the greatest probability of success in our students’ personal and professional lives.

The State Advisory Committee on Career and Technical Education and the Stakeholder Groups all agreed that there is an urgent need to build an integrated, collaborative, dynamic educational system that provides opportunities for all Maine students. Thus Maine will achieve the vision that each Maine student graduates from high school college ready and able to meet the challenges of a technology-based economy. The Committee also recognized that total integration is a long-term transformational process which has to start now.

Preparing for Implementation:

Among the themes that ran throughout Dr. Daggett’s contributions to the CTE process were rigor, relevance, and personalization. In order to bring these core principles of standards-based reform to the educational experience for all students, the Maine Department of Education will encourage and support a new level of innovation—indeed transformation—in our secondary learning institutions. Yet the challenges we face are numerous and formidable. The transformational changes outlined in this report will not occur without the presence of certain contributing factors during the implementation phase:

- Leadership at all levels will need to become familiar with this report and translate the recommendations into concrete actions, including development of sufficient resources;

- The newly formed Secondary Collaborative within the Department will need to overcome the tendency to fragment along the lines of traditional programmatic silos and achieve coherence and efficiency;
- The Maine Association of Vocational Education Administrators (MAVEA) must assume a coordinating and catalytic role: stimulating innovation, identifying and overcoming obstacles, and applying the recommendations of this report to widely divergent local situations;
- Program innovations currently underway, and pilot programs that emerge in the near future, must serve as models for further development. Both Maine DOE and MAVEA will need to ensure that obstacles are identified and addressed successfully; and
- New and creative solutions must be identified to the obstacles in coordination presented by the CTE regional centers, where students come from as many as 23 different sending schools.
- Creative solutions must be developed with regard to current physical structures to limit the impact of physical barriers on the creation of a truly integrated system. Models in other states or countries might serve to stimulate that creativity.

Without the above conditions the recommendations contained in this report may not come to life as envisioned during its development. As is true in any strategic planning process, implementation is key. Toward that end a number of important steps to assist effective implementation are being taken as the strategic visioning process comes to a conclusion:

- The CTE Advisory Committee that has guided the visioning process is being reconstituted, retaining many of its original members but adding representation from high school principals, guidance counselors, content area teachers, business and industry, and higher education, involvement of which will be crucial for effective implementation;
- The reconstituted Advisory Committee has created a framework to establish a core group of subcommittees charged with the further development of action steps, timeline benchmarks, resource needs, and evaluation indicators. These extended implementation supports will be monitored by the Advisory Committee as a whole to ensure progress is both documented and celebrated;
- DOE staff members have begun developing rich case studies and vignettes of innovative programs and practices to help guide the work in local CTE centers and programs. These models for innovation come from both state and national settings; the Maine examples are particularly exciting and potentially powerful since the resource people are close at hand; and
- The context for reform in Maine secondary education institutions will be the subject of a coordinated public information campaign among a group of stakeholder organizations including the Mitchell Institute, the Compact for Higher Education, the

Coalition for Excellence in Education, Maine Public Broadcasting, Jobs for Maine's Graduates, and others. This statewide information will assist local educators in creating a more effective context for reform.

Further opportunities for leveraging reform will come about as the rules of the Department of Education pertaining to Career and Technical Education programs (Chapter 232) are revised in the near future. In addition, it appears that the reauthorization of the Perkins Act will add federal support for the types of reform outlined in this report. As Maine develops its next statewide Perkins plan, key themes and strategies contained herein can be interwoven into the framework by which CTE programs obtain some of their financial support. As Maine works to coordinate all programs under the Secondary Collaborative, these additional funding opportunities can be utilized as well to focus applications around CTE and secondary school integration.

Maine is committed to building upon the federal framework and has already increased the rigor of its CTE offerings through the Curriculum Integration Project (CIP), a partnership between MAVEA and the Department of Education. The CIP initiative has increased both academic and technical rigor in Maine's CTE schools and has established state CTE standards that are correlated with national industry standards. These activities have resulted in increased enrollments in CTE programs and increased high school graduation rates for CTE students. Maine's CTE programs provide a strong base upon which to build and improve.

What became clear during the three days of visioning was the vast difference that exists across CTE programs in Maine. Implementation of this series of recommendations will by nature be a very situational undertaking, which is to say that some programs may be ready to consider planning for the creation of a magnet school or pilot career academy structure. Other programs will be at the other end of a continuum of options, ready only to strengthen literacy development planning with sending schools. The key, however, will be to orchestrate local planning processes based on this report, which must lead to the development of an action plan tailored to the needs of each setting.

The Organization of the Plan

The plan is organized around the five areas of the vision for CTE. Within each area, the plan includes these sections:

- A vision statement, in the present tense, following the convention that a vision is expressed as if it were already completed;
- System design elements, strategies, and action steps: the desired changes in the elements of the educational system, followed by strategies to pursue and specific action steps with dates for completion and the names, wherever possible, of groups and individuals who will initiate the action steps.

(Note that the "System Design Elements" differ from area to area, because within each area planners identified just those elements needing enhancement and change. The following is the comprehensive list of Design Elements from which the group worked: educational practice, program design, professional development, structure, students and student services, relationships, leadership, access and equity, and regulation and policy.)

The vision areas in this strategic plan mirror fairly close to the six “Core Principles for Secondary Education Practice in Maine” found in Maine’s high school reform initiative, *Promising Futures, A Call to Improve Learning for Maine’s Secondary Schools*. Working together—students, parents, business people, and educators at all levels—Maine can achieve its goal of bringing quality educational opportunities to each of its students in order to prepare them for the world that lies ahead.

Note 2:

This version of the report includes the work of the statewide CTE Visioning Conference in June 2004, and the refinement and development of that work by the statewide CTE Advisory Committee in six meetings over the course of the summer of 2004. It also includes the feedback from the September 15, 2004 meeting with stakeholders from the summer three-day event. Participants had the opportunity to review the plan, present feedback to it, and identify ways they could contribute to its implementation.

For full documentation of the work of the June conference, please refer to, “A Report on the CTE Visioning Conference: Building a Vision for the Future of Career and Technical Education in Maine.”

Career and Technical Education in Maine

Mission Statement

The mission of Career and Technical Education, as part of the educational system in Maine, is to ensure that students acquire the high-quality technical skills that will prepare them for post-secondary education and entry into an ever-changing workplace and society and meet the rigorous academic standards of Maine's Learning Results.

Our Vision

1. The learning and development needs of students govern educational decisions.
2. All students benefit from an integrated system of academic and applied learning, based on rigorous expectations and standards, throughout their school experience.
3. All students and teachers place the highest priority on students' attainment of literacy at levels that will serve them throughout their lives as productive citizens and lifelong learners.
4. Rigorous data analysis drives educational decisions and resource allocation and contributes to continuous improvement.
5. A partnership between education (K-16), business and industry enriches both sectors and informs all students' educational experience.

Vision Area #1: A Student-Centered Education
Vision Area, Strategies and Action Steps

Vision Area #1: A Student-Centered Education

The learning and development needs of students govern educational decisions.

Vision:

We embrace the natural learning capacity and desire for authentic learning that each learner brings to our educational community. We commit ourselves to our students, learning from them and with them, knowing where their passion and talents lie, and providing an environment in which their skills, knowledge, and commitment to life-long learning can grow.

Correlates with *Promising Futures* Core Principles:

Core Principle 1: A safe, respectful and caring environment.

Core Principle 2: High universal expectations with a variety of learning opportunities.

Core Principle 5: Equitable and democratic practices.

Core Principle 6: Coherence among mission, goals, actions, and outcomes.

Maine's CTE schools are small learning communities by virtue of their size and their commitment to student learning. Such communities enable teachers to focus instruction around student learning styles, interests and abilities and to develop a personal relationship with their students as suggested by the *Bringing Successful Practices to Scale* initiative. CTE schools already have a strong base upon which to expand their student-centered focus.

System Design Elements, Strategies, and Action Steps:

Student Centered Education: Design Element A. Educational Practice:

1. Every student benefits from a Personalized Learning Plan (PLP – see *Promising Futures*, Core Practice 6, p. 22) that:

- **ensures collaboration among students, parents, sending schools and CTE centers;**
- **is supported by a student portfolio;**
- **accounts for both academic and technical skills attainment, including literacy; and**
- **drives transitional services and plans.**

Strategy 1. Develop common format and implementation plans for PLPs that result in differentiated instructional strategies based on student needs and student access to the best programs.

Strategy 2. Ensure that CTE and sending-school teachers receive training in PLP development and implementation.

Strategy 3. Develop and implement protocols addressing:

- Coordination of implementation strategies among schools;

Vision Area #1: A Student-Centered Education

- Commitment to the development of a quality PLP for each student;
- Common format, statewide, for PLPs; and
- Ongoing evaluation and amendment.

Strategy 4. Promote these strategies for support and understanding and involve students who can attest to the value of PLPs.

Action Step a) (Strategies 1-4) CTE centers and regions work with their sending schools to develop and implement PLPs for students.

2. All schools implement (K-12) Comprehensive Guidance Plan per new state model.

Strategy 1. CTE participates in development and implementation (student services).

Action Step a) Ensure CTE representation on statewide Comprehensive Guidance Program Committee.

Action Step b) CTE student services directors and CTE staff develop working partnerships with affiliated schools' guidance counselors to implement the comprehensive guidance model.

Strategy 2. Enable Comprehensive Guidance services in Essential Programs and Services that promote integration between CTE and sending schools.

Action Step a) CTE centers and regions work with the MDOE staff and the Maine Education Policy Research Institute to develop an EPS model.

3. All secondary schools implement collaborative (inclusive of students) decision-making models, to include school governance and program implementation.

Strategy 1. Schools (staff, students) receive training in collaborative decision-making models).

Action Step a) Identify best practices.

Action Step b) Train DOE, CTE staff.

Action Step c) Involve CTE Student Organizations such as Skills USA, HOSA, DECA, FFA, etc.

Student Centered Education: Design Element B. Leadership:

Educational leaders emphasize and promote the vision of a student-centered educational system, thereby increasing young people's aspirations, engagement, contributions, and sense of being valued.

Strategy 1. Create a statewide campaign to include students in local and state civic activities.

Vision Area #1: A Student-Centered Education

Action Step a) Link with Citizenship Education Task Force to share resources and promote common vision for youth involvement.

Strategy 2. Connect with “Learn and Serve” and other programs of the Corporation for National and Community Service.

Action Step a) Share service learning concepts with MAVEA and the field.

Strategy 3. Identify “best practices” models and develop grants for creating models of student-centered education.

Strategy 4. Disseminate best practices as called for in Promising Futures Core Principle #5: Equitable and Democratic Practices.

Strategy 5. Identify incentives to achieve student inclusion: e.g., the Perkins Act, scholarships, internships, and awards.

Strategy 6. Promote innovation and student involvement.

Action Step a) (Strategies 3-6): CTE center and region leaders include these strategies in their planning discussions.

Action Step b) Promote use of service learning in CTE programs, and train on distinction between community service and service learning.

Action Step c) Recognize CTE student involvement in service learning.

Strategy 7. Enhance non-traditional enrollment.

Action Step a) Rewrite DOE Rule Chapter 232 and the Perkins state plan to require CTE schools to develop methods of improving access and equity, including enhancing non-traditional enrollment.

Student Centered Education: Design Element C. Professional Development:

All teachers use instructional strategies that meet the development and learning needs of individual students.

Strategy 1. Establish a training program in instructional strategies, including individualized and differentiated instruction (developmentally appropriate), multiple intelligences, learning styles and temperaments, literacy issues, universal design, and accounting for personal interests and passion. Training should account for student involvement in the creation and implementation of the plan, how the teacher and the student should work together related to the PLP, and what mutual roles and responsibilities should pertain.

Strategy 2. Identify and promote best practices and models; pilot inclusion models: select one or two initiatives, capture learning, and develop coaching/training resources.

Vision Area #1: A Student-Centered Education

Action Step a) (Strategies 1-2): Encourage state, regional, and local professional development programs to include strategies to: a) meet the development needs of all students and b) encourage students' involvement in decision-making.

Student Centered Education: Design Element D. Regulation and Policy:

Students participate in developing policies and procedures in local SAUs and centers, stakeholder groups, and statewide initiatives.

Strategy 1. Promote youth inclusion policies that support student participation in developing policies and procedures; employ a network of CTE student organizations to engage and represent students in statewide initiatives; establish a recognition program.

Action Step a) Work with CTE student organizations to promote student involvement in governance and decision-making in various organizations. Identify best practices and pilot inclusion programs.

Vision Area #2: Integration

Vision Area #2: Integration

All students benefit from an integrated system of academic and applied learning, based on rigorous expectations and standards, throughout their school experience.

Vision:

All secondary learning institutions, including CTE and sending schools, encourage and support the integration of rigorous and relevant career, academic, inter-personal, technical, and life skills with applied learning models in all aspects of the teaching and learning process, for all students at all grade levels. Thus we ensure the greatest probability of success in our students' personal and professional lives. In appreciation of each individual's strengths, interest, and limitations, our schools support all students in building social, academic, and technological literacies that will serve them throughout their lives.

Note: This area now includes many strategies originally suggested as a separate area, "Rigorous Expectations."

Correlates with *Promising Futures* Core Principles:

Core Principle 1: A safe, respectful and caring environment.

Core Principle 2: High universal expectations with a variety of learning opportunities.

Core Principle 3: Understanding and actions based on assessment data.

Core Principle 4: Teacher practice which values and builds upon the contributions and needs of each learner.

Core Principle 5: Equitable and democratic practices.

Core Principle 6: Coherence among mission, goals, actions, and outcomes.

The State Advisory Committee on Career and Technical Education and the Stakeholder Groups all agree that there is an urgent need to build an integrated, collaborative, dynamic educational system that provides opportunities for all Maine students. Thus Maine will achieve the vision that each Maine student graduates from high school college ready and able to meet the challenges of a technology-based economy. The Committee also recognized that total integration is a long-term transformational process. CTE programs must continue to educate students as schools transform. Therefore, short-term strategies must be in place to accommodate the educational needs of students as well as the demands of postsecondary institutions and the workplace as this process evolves. The strategies for integration outline short and long-term actions that will address existing structural barriers that may hinder progress toward the ultimate goal of integration.

System Design Elements, Strategies, and Action Steps:

Integration: Design Element A. Educational Practice:

CTE instructors, in partnership with their affiliated high school teachers, understand and deliver academically and technically rigorous curricula and assess student achievement of MLR and technical skills according to rigorous technical criteria. Collaboration builds a bridge between CTE schools and high schools and informs the long-term integration process through collection and dissemination of models and best practices. Sending schools share the responsibility of ensuring successful integration in all respects.

Strategy 1. Promote integration with local high school reform efforts underway, including; Promising Futures, Center for Inquiry on Secondary Education (CISE), Great Maine Schools, etc.

Action Step a) Define core CTE curriculum, including both academic and technical outcomes:

- i) Form CTE/LAS workgroup by September 1 and report preliminary findings at October 8, 2004 conference.
- ii) Update Warranted List. (The Warranted List consists of the MLR performance indicators that the CTE schools teach and assess as part of their programs of study.)

Action Step b) Form workgroup, including MAVEA CIA Committee, DOE, sending-school teachers, and CTE teachers.

- i) Decide which technical standards level to use (state or national).
- ii) Develop and implement guidelines for academic integration into CTE programs.
- iii) Create implementation plan for guidelines.
- iv) Train teachers.

Action Step c) High School Summit Group continues meeting to identify collaborative activities toward greater integration.

Strategy 2. Engage academic teachers to work with CTE program instructors and students to deliver integrated and supportive instruction, curriculum, and assessment that enhance academic rigor and MLR coverage.

Action Step a) Include support for strengthening academic content in CTE programs and through more integrated efforts with sending schools and districts through an Essential Programs and Services model and revision of Chapter 232.

Action Step b) Review certification rules to support integration.

Action Step c) CTE centers engage academic teachers from their sending schools to collaborate on program and curriculum design, enhancing the presence of academics in the technical curriculum, and to develop units and models that inform

Vision Area #2: Integration

integration efforts over time and suggest best practices and models for future structural integration.

Action Step d) A cadre of academic teachers employed in CTE schools and sending schools will work together to achieve common statewide integration goals and practices.

Integration: Design Element B. Program Design:

Program design accounts for rigor and relevance in CTE schools and high schools, and expectations of CTE teachers and students are clear with respect to MLR and technical standards. All schools develop curricula that ensure alignment of academics, Personal Learning Plans (PLPs), career/professional content and orientation, business and economic development influences, and higher education.

Strategy 1. Develop core CTE program curricula comprising career interests, technical content and academics: i.e.

- Use technology to perform workplace tasks and projects;
- Demonstrate understanding of technical concepts, principles and procedures;
- Read, understand and communicate in the language of their career fields; and
- Use mathematical reasoning and understanding to solve problems in a career field.

Short-term strategies, CTE-based:

Strategy 2. Clarify and enable direction on national or industry vs. state technical standards.

Strategy 3. Identify, adapt, or develop integrated curricula.

Action Step a) (Strategies 1-3) Design exemplary integrated programs/models – promote specific models by 2006-07 school year.

Action Step b) Continue developing CTE program quality standards, including industry benchmarks, and complete rule making (Ch. 232).

Action Step c) Identify and assimilate past related efforts and findings into foundational document, to include DACUMs, PATHS integration research, Warranted Lists, etc.).

Strategy 4. Clarify the role and extent of academics in CTE programs.

Action Step a) Participate in the Local Assessment System Implementation Study (LASIS) in 2004-2005 to study the effects of the current LAS on CTE students.

Vision Area #2: Integration

Action Step b) Conduct action research with several CTE centers and regions and their affiliated school units to determine current possibilities for CTE participation in sample LASs given LAS Guidelines.

Action Step c) Use the action research to develop action plans that assure the greatest collaboration between CTE and sending schools so that the CTE work will be accepted as part of the Local Assessment Systems.

Action Step d) Align language in statute and rule related to MLR in the CTE programs and the Local Assessment System (LAS).

Action Step e) Create “Guidelines for Academic Integration in CTE Programs.” 5

Action Step f) Develop Version 2 of CTE Program Warranted Lists of MLR.

Action Step g) Develop Curriculum Instruction and Assessment for warranted list of MLR.

Action Step h) Develop and implement Content Area Literacy program over next two school years (2004-05 – 2005-06) in all CTE programs.

Long-term strategies:

Strategy 5. Explore, identify, and/or develop various models, such as interdisciplinary looping teams or multi-grade teams, magnet schools, carrier cluster approaches, pathways, etc, all leading to incorporating integrated academic and career/technical curricula. *See addendum for some models.*

Strategy 6. Enhance CTE integration throughout MLR content areas as appropriate; create career/work-related performance indicators and related performance-based assessments in all content areas.

Strategy 7. Consider and implement structural, system-wide integrated education models per vision, with strong higher education, business, and economic development participation in program design.

Action Step a) (Strategies 5-7) Design by career cluster/area of interest/thematic approach with an increasing focus on careers through grade level progression (wide focus grade 9, specialize by grade 12, with post-secondary education path).

Action Step b) Work with NEASC to include affiliated CTE schools in the accreditation process for Maine High Schools.

Action Step c) Encourage pilot experimentation on partnerships and other structures/models that integrate CTE and academics through grants and other means.

Action Step d) Charge a new group, including the Maine Department of Education Secondary Collaborative, MPA, and MAVEA, to identify, evaluate, and

Vision Area #2: Integration

recommend models for implementation leading to secondary school transformation and create external stakeholder advisory group, as appropriate.

Integration: Design Element C. Leadership:

Educational and business leaders at all levels value integrated curriculum in all program areas and promote this vision statewide.

Strategy 1. Promote the need for change and integration at state, regional, and local levels. Promote our fundamental beliefs, values, and attitudes, and then suggest how to make the changes.

Action Step a) Identify specific state and local opportunities to promote integration of academics in all CTE program areas. Include high school principals in particular, and emphasize the rationale for change and the value to all stakeholders.

Action Step b) Develop a communications plan, to include conferences, list-serves, newsletters, affiliations, etc.

Action Step c) Provide “How to lead toward transformational change” training for MAVEA and MPA, to include this vision (as “requirement”).

Strategy 2. Ensure integration with *Learning Results* general work, and the *Learning Results* revisioning process, within the department and with stakeholders.

Action Step a) Educational leaders shall encourage and support the continued alignment of MLR with individual program competencies for all program areas.

Strategy 3. Develop incentive grant programs to encourage further high school/CTE integration, at schools or through school partnerships based on criteria and outcome measures that assure alignment with state expectations and goals.

Action Step a) Maine Department of Education staff works with curriculum integration stakeholders to take advantage of enabling grant opportunities.

Integration: Design Element D. Structure:

Facilities and other structural elements reflect and promote a commitment to curriculum integration.

Strategy 1. Charge a new group, including the Maine Department of Education Secondary Collaborative, MPA, and MAVEA to identify, evaluate, and recommend models for implementation leading to secondary school transformation and create external stakeholder advisory group, as appropriate.

Strategy 2. Establish common scheduling and unified professional development activities among CTE centers and affiliated units, as well as collaborative curriculum and assessment development.

Vision Area #2: Integration

Action Step a) (Strategies 1-2): Implement MAVEA long-range plan. *DOE and MAVEA, start in January 2005 and ongoing*

Action Step b) Complete rule-making process for common regional calendars.

Strategy 3. Enhance SISME, CTE's student information system, to include student performance data on literacy and other aspects of integration.

Action Step a) Determine and develop related SISME capabilities and protocols.

Strategy 4. Ensure that the Essential Programs and Services (EPS) model supports CTE/Academic integration and bold new models that support this vision.

Action Step a) Form MAVEA EPS ad hoc committee to inform EPS process.

Integration: Design Element E. Relationships:

Strategy 1. Promote CTE/HS integrated vision and intentions with major educational stakeholders over the next year (CTE-MAVEA, Maine School Management Association, Maine Principals' Association, Maine LEAD, guidance groups, Maine Math and Science Alliance, Maine Administration of Services for Children with Disabilities, etc.).

Action Step a) Make presentations regarding vision to identified groups at regional and statewide conferences.

Strategy 2. Engage the Center for Inquiry on Secondary Education, Great Maine Schools, post-secondary education, etc. to achieve integration over time.

Strategy 3. Enhance integration among Maine Department of Education Standards, Assessment, and Regional Services Team, CTE Team, Adult Education, and other interdepartmental teams.

Action Step a) (Strategies 2-3): DOE convene meetings with DOE staff and CISE to begin discussions on identification, development, and implementation of integration activities.

Action Step b) CTE educators join their affiliated districts' staffs to attend January 24 and 25, 2005 symposium on the future of education. Ask for this participation in the Commissioner's letter announcing the symposium.

Action Step c) Invite SARS consultants to Skills USA conference in March 05 and to other related events (HOSA, FFA, etc.).

Action Step d) Invite SARS consultants to tour CTE centers in their regions.

Action Step e) Expand career pathways, dual credit, and early college options.

Strategy 4. Expand core-academic representation on CTE Advisory Committee.

Vision Area #2: Integration

Action Step a) Identify academic representatives and appoint to SACCTE.

Integration: Design Element F. Access and Equity:

Strategy 1. Ensure effective and frequent articulation, co/dual enrollment with higher education.

Action Step a) Re-write Chapter 232 of the DOE Rules and the Perkins State Plan to require CTE schools and post-secondary educational institutions to develop methods of integrating programming, improving seamless transitions, dual enrollment and articulation, etc.

Action Step b) Work with Maine Community College System Tech Prep coordinators to create goals for, and to plan and implement, an enhanced articulation/Career Pathways/early college/dual enrollment initiative.

Integration: Design Element G. Professional Development:

Strategy 1. Ensure alignment of vision/goals/realities with teacher preparation programs (general academic *and* CTE).

Action Step a) Form alliance with higher education organizations to ensure that curriculum design for teacher preparation programs includes courses that align with CTE school curriculum.

Action Step b) Identify relevant pre-service institutions and programs and form a workgroup to contact the organization(s) identified and begin work on relevant curriculum.

Strategy 2. Develop and/or engage existing Literacy/Reading in the Content Area workshops, include School Based Learning Teams (SBLT).

Strategy 3. Encourage CTE instructors to expand their knowledge of academic disciplines related to their fields. Provide opportunities to access both pre- service and in-service academic courses related to their fields.

Action Step a) **(Strategies 2-3)** Convene the School Based Learning Teams and provide sessions on teaching literacy in the content area.

Strategy 4. Determine in-service professional development program to be commonly implemented inclusive of both CTE and high school staff, incorporating common calendar and regional innovations.

Action Step a) Form an ad hoc committee with Maine Principals Association (MPA), Maine School Management Association (MSMA) and Maine Association of Vocational Education Administrators (MAVEA) to determine program and innovations.

Vision Area #2: Integration

Integration: Design Element H. Regulation and Policy:

Strategy 1. Review and revise existing policies to facilitate integration.

Action Step a) Complete the rulemaking process on Chapter 232.

Action Step b) Convene a workgroup comprised of MDOE staff, CTE practitioners and representatives from the Maine Education Policy Research Institute to begin working on the CTE model for Essential Programs and Services. This model will reflect the goals and objectives of the CTE Strategic Visioning Plan.

Action Step c) Form a planning committee comprising MAVEA, adult education and community college representatives, then rewrite Perkins State Plan for CTE.

Vision Area #3: Literacy

All students and teachers place the highest priority on students' attainment of literacy at levels that will serve them throughout their lives as productive citizens and lifelong learners.

Vision:

We support all students in achieving the level of literacy (prose, documentary, and quantitative) they need to be successful in their chosen field(s) of study. Explicit instruction in general literacy strategies and those specific to the discipline is central to the pedagogy and curriculum of all courses. We recognize students' strengths and prior knowledge and engage them in creating meaning and applying higher-order thinking skills. We regularly assess students' levels of literacy and use them to guide further instruction and support. Students regularly apply literacy skills as they research areas of interest, learn new concepts and skills, and solve real problems.

Correlates with *Promising Futures* Core Principles:

Core Principle 2: High universal expectations with a variety of learning opportunities.

The High Schools That Work model stresses literacy and numeracy:

“School leaders and more career/technical teachers at high-implementation schools understand that the purpose of high school career/technical education studies is to produce graduates who can demonstrate the following technical literacy knowledge and skills:

- use technology to perform workplace tasks and projects;
- demonstrate understanding of technical concepts, principles and procedures;
- read, understand and communicate in the language of their career fields; and
- use mathematical reasoning and understanding to solve problems in a career field.”

System Design Elements and Strategies:

Literacy: Design Element A. Educational Practice:

All students develop the skills necessary to interpret and apply both print and non-print materials used in their learning.

Strategy 1. Define “literacy” for the purposes of this plan.

Action Step a) CISE works with MAVEA Curriculum Committee to define “literacy” and will consider reading, writing, technological literacy, quantitative literacy – and relate to general academic fluency.

Strategy 2. Emphasize content specific literacy skills in all curriculum, instruction, and assessment, K-12.

Vision Area #3: Literacy

Strategy 3. All high school and CTE educators evaluate and refine their current course content and instructional program and incorporate best literacy practices.

Strategy 4. Educators use student literacy assessment data to adjust instruction at individual, class, and program levels.

Action Step a) (Strategies 2-4): Develop a comprehensive state plan K-12. Practices to be realized through Literacy Design Element F: Professional Development.

Strategy 5. Establish a common literacy assessment

Action Step a) Determine purpose for and adopt Lexile and/or other related standards and measures for CTE, statewide.

Action Step b) CTE uses common assessment tools (e.g. SRI) to assess student performance.

- i) Purchase software or other assessment tools;
- ii) Train test administrators;
- iii) Partner with CISE;
- iv) Provide systematic listing and scoring information; and
- v) Visit leading schools.

Literacy: Design Element B. Program Design:

CTE curriculum and instruction reflect revised “Learning Results-Parameters for Essential Instruction” (MLR) standards and evolving literacy demands of the workplace.

Strategy 1. Ensure that CTE educators and representatives of business and industry participate in the review of MLR.

Strategy 2. Upon completion of MLR review, ensure that local curriculum and instruction is aligned.

Action Step a) (Strategies 1-2): Support the revision of the MLR.

Literacy: Design Element C. Leadership:

Educational leaders emphasize literacy skill development for all students and provide for collaboration and coordination among educators.

Strategy 1. Encourage CTE advisory boards to include, as a regular agenda item, analysis of student literacy achievement data and improvement of literacy development programming.

Strategy 2. Engage state-level leadership groups (conferences, institutes, etc.) in the promotion of the vision and build awareness of the need for formal literacy programs.

Action Step a) (Strategies 1-2): Plan professional development program on literacy education.

Vision Area #3: Literacy

Action Step b) Promote literacy initiative through support of Promising Futures Academies and with major stakeholder groups such as the Maine School Management Association, the Maine Principal's Association, etc.

Action Step c) Include "literacy in the content area" as part of Chapter 232.

Strategy 3. State-level leaders and policy makers develop rules and regulations that remove barriers inhibiting implementation of the vision.

Action Step a) Review and revise existing laws, regulations, and policies to support realization of the vision.

Literacy: Design Element D. Students and Student Services:

CTE schools provide student services that account for the range and diversity of literacy skills required of all students for success in the 21st-century workplace.

Strategy 1. Student services staff shall engage in professional development that provides CTE teachers the knowledge and skills to create personalized educational programming and career counseling services.

Action Step a) Convene SBLTs and provide decisions on creating personal learning plan (PLP) and career counseling services.

Strategy 2. Student services staff shall establish working relationships with area business and industry representatives to remain current in the literacy demands of the workplace.

Action Step a) Encourage all instructors to convene their program advisory committees on a regular basis and discuss literacy demands as they pertain to their specific technical program. *MAVEA*,

Literacy: Design Element E. Relationships:

CTE and sending high schools create the connected relationships necessary to ensure content specific literacy, with a deep appreciation and respect for the importance of literacy in their content areas. Cooperative and program advisory boards understand the importance of literacy and support related activities.

Strategy 1. CTE and high school teachers shall identify and use common assessment tools to determine/diagnose each student's general and content specific literacy. Monitor State of Maine Board of Education's regional diagnostic assessment programs.

Strategy 2. CTE and high school teachers shall develop processes to share assessment data and modify instruction based on findings of the data.

Vision Area #3: Literacy

Strategy 3. CTE and high school teachers shall engage in common/shared professional development. *Promising Futures, administrators, etc.*

Action Step a) (Strategies 1-3) Host high school teachers at CTE schools to develop joint adolescent literacy initiatives.

Action Step b) Use ATM or other technology resources as a delivery method for follow-up literacy meetings.

Strategy 4. CTE cooperative and program advisory boards shall be educated about and, as appropriate, educate CTE educators about, literacy in the technical program content areas, and local and statewide initiatives.

Action Step a) CTE team presents at board meetings to create awareness, communication and cooperation.

Strategy 5. Assure that effective literacy instruction is a component of supervision and evaluation.

Action Step a) Provide professional development to administrators to evaluate instructional effectiveness of literacy programs.

Literacy: Design Element F. Professional Development

CTE centers across Maine provide high quality literacy programming by offering professional development in literacy.

Strategy 1. MAVEA identifies literacy development as a high priority action area for all CTE centers in *all* regions of Maine.

Strategy 2. Effective program delivery options are employed to provide professional development in literacy across Maine.

Action Step a) (Strategies 1-2): Promote and provide professional development in literacy education using School-based Learning Teams (SBLTs).

Action Step b) Create CTE Literacy plan. *Norm Higgins,*

Action Step c) Form think tank to define literacy and form the literacy plan leading to Task Force in Spring 2005.

Action Step d) Adolescent literacy is a key theme in statewide summit.

Action Step e) Adolescent literacy is one of three key strands with Core Curriculum and laptops at Spring Forum.

Action Step f) Develop RFP to support CTE centers on high school/CTE collaboration to include literacy.

Vision Area #3: Literacy

Action Step g) Promising Futures Summer Academy is open to all high schools and CTE schools and focuses on the relationship between technology and literacy.

Action Step h) Introduction to adolescent literacy – Three regional professional development series.

Action Step i) Research on literacy work in Maine schools.

Literacy: Design Element G. Structure

CTE centers have the resources necessary to further literacy in the technical content areas.

Strategy 1. Consider the staffing implications of the emphasis on literacy – e.g., hiring and/or coordinating with literacy specialists. Long-term actions include the following:

Action Step a) Make literacy education a statewide initiative.

Action Step b) Ensure that CTE centers serve as hubs for literacy efforts.

Action Step c) Ensure that PLPs account for literacy development.

Action Step d) Match Lexile and/or other literacy levels with career track and educational performance.

Action Step e) Determine where and how to teach literacy more effectively.

Vision Area #4: Data Analysis

Rigorous data analysis drives educational decisions and resource allocation.

Vision:

All decisions and allocations of resources are based on rigorous analysis of relevant data to ensure that all Maine students benefit to the fullest extent.

Correlates with *Promising Futures* Core Principles:

Core Principle 3: Understanding and actions based on assessment data.

The research on the 30 great schools initiative (*Bringing Successful Practices to Scale*) showed that teachers used data to “analyze where students’ present performance levels are, how those performance levels compare to the instructional materials students use in the classroom, and the performance levels required by students once they graduate from high school.”

System Design Elements, Strategies, and Action Steps:

Data Analysis: Design Element A. Educational Practice:

Instruction reflects students’ individual learning styles, aptitudes, interests, and achievement levels based on relevant data.

Strategy 1. Based on research data, enhance instructional practice to reflect students’ individual learning styles, aptitudes, interests, and achievement levels.

Action Step a) Develop a comprehensive student assessment system, including SISME, which supports individual student and programmatic success.

Consider:

- i) Incoming student data and student exit data;
- ii) Ongoing use of data to inform the instructional process and align resources to support continuous improvement; and
- iii) Ability to aggregate and disaggregate data into various sub-categories.

Data Analysis: Design Element B. Program Design:

Curriculum development is informed by a variety of assessment data and consultation with partners, and is aligned with student interests and business/post-secondary requirements.

Strategy 1. Establish rigorous program benchmarks, accounting for characteristics, standards and outcomes. These include: skills based on national industry standards,

Vision Area #4: Data Analysis

academic outcomes, graduation rates, postsecondary and career success, and collaboratively determined outcomes.

Action Step a) Design and implement a systematic approach (design SISME) for the aggregation and disaggregation of data to inform individuals and programs in support of continuous improvement.

Strategy 2. Use student success in higher education and in the marketplace as a measure of program efficacy.

Action Step a) Develop and implement 1, 3, and 5-year graduate follow-up protocol; define in Perkins plan.

Action Step b) Create clearing house or related data sharing protocol and organize in a useful way related to stakeholder interests.

Action Step c) Collect, analyze, and use data in a timely manner to allocate and re-allocate resources, both human and financial, to ensure continuous improvement in all students.

Strategy 3. Review course offerings annually to determine if they are meeting labor market needs.

Action Step a) Review labor market information supplied by MDOL.

Action Step b) Meet annually with Program Advisory Committees (PAC) to identify needed changes in course offerings.

Data Analysis: Design Element C. Leadership:

State and local leaders use data to foster a climate of educational innovation.

Strategy 1. Establish policies that encourage, not constrain, innovation and flexibility.

Action Step a) Provide leadership at state and local levels to foster a climate of innovation regarding data-driven continuous improvement.

Action Step b) Ensure that new or existing policies, regulations, and laws allow for related, effective collection and sharing of relevant data.

Data Analysis: Design Element D. Relationships:

All constituencies – CTE programs/centers, sending schools, parents, students, state leaders, post-secondary educators, employers – share data regarding student progress and accomplishments.

Strategy 1. Enhance MEDMS to incorporate data analysis among education partners and experiences for *all* students, K-16.

Vision Area #4: Data Analysis

Action Step a) Establish a mechanism to ensure the ongoing collection, analysis, and dissemination of data to stakeholders for the purpose of continuous improvement.

Strategy 2. Ensure that data collected can allow multi-level coordination and continuity, K-16 (articulation, early college, etc).

Action Step a) Establish a partnership with stakeholders to collect, analyze, and disseminate data in order to support continuous improvement for all students.

Action Step b) (Strategies 1-2): Share assessment data with all stakeholders, including CTE program staff, center and region directors, students, parents, cooperative board members, superintendents of sending school districts, etc.

Action Step c) (Strategies 1-2): Enable SISME and MDOE data platforms to share information (MEDMS, EF-V 116, 121, etc.).

Data Analysis: Design Element E. Professional Development:

Professional development programs and activities target key areas and measure progress, based on a wide variety of data sets and sources.

Strategy 1. Align professional development curricula with state and local goals and objectives.

Action Step a) Provide time for professional development outside the school day/year to minimize adverse impact on student learning time.

Action Step b) MAVEA consults with DOE/MEA to stay current and relevant with ongoing initiatives.

Action Step c) CTE staff receives training on best practices on using data to improve instruction and assessment.

Strategy 2. Provide ongoing staff development in data collection and analysis.

Action Step a) Contract with service providers to develop and deliver relevant Training.

Action Step b) Build a capacity for staff to collect and analyze data and to make informed, data-driven decisions about individuals, groups, and programs.

Action Step c) Ensure that professional development addresses ethical and responsible behaviors in collecting, analyzing, and distributing data.

Action Step d) Explore possibilities to pool and integrate staff development funds to develop models for the collection and analysis of data that support continuous improvement.

Vision Area #4: Data Analysis

Action Step e) Provide time for professional development outside the school day/year to minimize adverse impact on student learning time.

Vision Area #5: Partnership

A partnership between education and business and industry enriches both sectors and informs all students' educational experience.

Vision:

A collaborative partnership of education (K-16), business, and industry creates a highly responsive and flexible relationship that meets the demands of an ever-changing environment through shared resources and technological links. CTE is an incubator for products and processes, and business is an incubator of CTE programs, with training sites shared among businesses, industries and education. Collaboration among academic and CTE teachers and those in business and industry creates a two-way street for all across the whole educational spectrum.

Correlates with *Promising Futures* Core Principles:

Core Principle 5: Equitable and democratic practices.

“Successful school-business partnerships start with matchups among entities that share potential benefits from advancing the prospects of students and adding practical value to their educational experiences. Obviously, there is much to be gained by bringing prospective partners together for the benefit of the community at large.” *Education as a Business Investment*, Willard R. Daggett, EdD, Benedict Kruse, Gary M. Fields, PhD

System Design Elements, Strategies, and Action Steps:

Partnerships: Design Element A. Leadership:

Proactive collaboration informs the leadership among educators, business leaders, and economic development practitioners, who share a statewide vision of Maine's future and are committed to transformation in education and its effect on Mainers.

Strategy 1. Develop a marketing/information-sharing plan.

Action Step a) Identify partners – Establish the venue for partnerships, then issue a joint invitation to a statewide meeting.

Action Step b) Convene a planning committee for the meeting.

- i) Identify return on investment (for partners);
- ii) Explain the need for partnerships—why is it important;
- iii) Describe the roles of the partners;
- iv) Identify the protocols for the partnerships.

Action Step c) Obtain support of the Governor and Legislature.

Action Step d) Research successful practices around the state, region and country, and put best practices on web sites.

Strategy 2. Expand local program advisory committees to include broad participation by new and emerging businesses and related fields, and clarify roles and responsibilities of program advisory committees to ensure their efficacy.

Action Step a) Include related expectations in revision of DOE Rule Chapter 232 with input from advisory board representatives and other partners.

Partnerships: Design Element B. Structure:

Financial arrangements, facilities, and committees are aligned with the vision for education and economic development in Maine and serve as enhancements to more effective partnerships, which in turn strengthen the educational structure.

Strategy 1. Establish a fast-track approval for CTE programs that align with state and regional economic development priorities.

Strategy 2. Make regulatory changes to foster more effective partnerships (e.g., Perkins State Plan, Chapter 232 of DOE rules).

Action Step a) **(Strategies 1-2):** Revise Chapter 232, to include fast-track program approval for Programs that meet economic development priorities, and expansion of program advisory committees.

Strategy 3. Develop more cross-representation on key boards and committees, locally and statewide.

Action Step a) Convene a work group to establish a protocol for organizing a contact list and calendar so that educators know when business/economic development groups meet. Disseminate list/calendar to educators and local schools.

Strategy 4. Develop training opportunities to be shared across business/industry and education.

Action Step a) Provide opportunities for all students and educators to access mentors or mentoring relationships in the community.

Partnerships: Design Element C. Relationships:

Relationships between people in business/industry and educators are highly responsive and flexible. These relationships are felt in levels of local government that affect the educational system, including local school boards, town councils, etc.

Strategy 1. Ensure the involvement of business and industrial leaders in the educational community.

Action Step a) Identify state associations that relate to cluster groups—match associations to programs at CTE schools. (See page 36 for partial list)

Action Step b) Select members from associations to work with programs.

Action Step c) Strengthen and expand superintendents’ advisory boards and program advisory committees to include association members.

Action Step d) Ensure that the partnerships are informed by research and development.

Action Step e) Provide grants that enable partnerships and collaboration.

Action Step f) Celebrate successful partnerships—the Governor could establish awards for business/education partnerships and have a special awards day to recognize them. .

Action Step g) Involve state and local Chambers of Commerce – identify partners
i) have agenda – ongoing to interface with local education counterparts both CTE and Academics to address business and industry needs of education; and
ii) establish media outlet.

Strategy 2. Ensure the participation of business and industry in local educational governance.

Action Step a) Create a plan to enhance presence of business and industry in education-related groups above.

Action Step b) Identify key messages, media, and resources to share with school boards and town councils.

Partnerships: Design Element D. Professional Development:

Professional development programs offer opportunities for shared learning across education, business and industry, and economic development.

Strategy 1. Develop training programs and activities that attract educators and those in business/industry; offer opportunities for collaboration.

Action Step a) Increase the number of CTE technology updates and bring business/industry representatives to them.

Action Step b) CTE teachers attend industry training programs where offered (i.e. Ford Motor Co. bringing automotive teachers to their plant for updates) to keep up with industry changes.

Action Step c) Develop a calendar with at least two statewide professional development days for all teachers.

Partial list of stakeholder associations and institutions

Business and Industry candidates:

Engineering/Manufacturing and Industrial Technology *Maine Metal Products Assoc.*

Building Trades/Contracting *ABC-Tim Walton? Cianbro*

Health Sciences

Business Management-Marketing technology *MBNA*

Natural Resources and Agriscience Industries *Idexx*

Arts and Communications

Small Business Association

Travel/Tourism/Hospitality *Maine Innkeepers Assoc.*

Law Enforcement

Auto/transportation *Winn Dodge*

Information Technology *Verizon?*

Economic Development

Department of Economic and Community Development: Jeff Sosnaud

Economic Development Council of Maine: Mike Duguay

Maine State Chamber: Chris Hall

Maine Jobs Council/Labor: Commissioner Laura Fortman

Maine Human Resources (HR)

Small Business Development Centers: John Massaua

STATE ADVISORY COMMITTEE ON CAREER AND TECHNICAL EDUCATION

Ms. Joanne Allen
School Finance Consultant, MDOE

Don Cannan, Director
Lewiston Regional Technical Center

William Cassidy, President
Washington County Community College

Norm Higgins
Center for Inquiry on Secondary Education

Laurie Lachance, State Economist
State Planning Office

Craig Larrabee
Jobs for Maine's Graduates

Geoffrey Nelson, Instructor
Westbrook Regional Vocational Center

Jack Norris, Member
State Board of Education

Graham Nye, Superintendent
MSAD #40

David W. Ouellette, Principal
Caribou High School

Scott Phair, Director
Capital Area Technical Center

Shelley Reed, Coordinator
Truancy, Dropout, Alternative &
Homeless Education, MDOE

Valerie Seaberg, Team Leader and
Policy Director, MDOE

Jackie Soychak, Team Leader and Policy
Director, MDOE

Jim Rog
Human Development, UMaine

CORE PLANNING GROUP AND COMMITTEE MEMBERS

Patrick Phillips, Deputy Commissioner
Department of Education

Tim Hathorne, Director
Mid-Coast School of Technology

Yvonne Davis, Director
Career and Technical Education, MDOE

John Stivers, Curriculum Coordinator
Career and Technical Education, MDOE

GLOSSARY

- ATM—Asynchronous Transfer Mode
- CAR—Consolidated Annual Report
- CCD—Center for Career Development
- CCQUIMS—Comprehensive Continuous Quality Improvement Monitoring System
- CIP—Curriculum Integration Project
- CTE—Career and Technical Education
- CIA—curriculum, instruction and assessment
- CISE—Center for Inquiry in Secondary Education
- CTESOs—Career and Technical Education Student Organizations
- DACUM—Developing a Curriculum
- DECA—student organization for Marketing Education students
- DOE and MDOE—Maine Department of Education
- EPS—Essential Programs and Services
- FFA—student organization for agriculture and natural resources students
- HOSA—Health Occupations Students of America
- KIDS Consortium—Kids Involved Doing Service
- LAS—Local Assessment System
- Maine LEAD—Maine Education Leadership Consortium
- MAVEA—Maine Association of Vocational Education Administrators
- MEA—Maine Education Association
- MEDMS—Maine Education Data Management System
- MIS—Management Information System
- MLR—”Learning Results-Parameters for Essential Instruction”
- MPA—Maine Principals Association
- MSMA—Maine School Management Association
- MSSMA—Maine School Superintendents Association
- NEASC—New England Association of Schools and Colleges
- PAC—Program Advisory Committee
- PLP—Personal Learning Plan
- SARS—State Assessment and Regional Services
- SBLT—School-Based Learning Team
- Skills USA—student organization for all CTE students
- SISME—Student Information System for Maine
- SRI—Scholastic Research Institute

COLOR CODE:

Visions - Red

Design Elements – Dark Red

Strategies – Blue

Action Steps – Green

Appendix D
Public Hearings via ATM

NOTICE OF AGENCY FEDERAL GRANT APPLICATION
Public Hearing

AGENCY: Department of Education

FEDERAL GRANT: Carl D. Perkins Career and Technical Education Act of 2006

P.L. 109-207 CFDA #84.048A

PURPOSE:

The Carl D. Perkins Career and Technical Education Improvement Act of 2006 (Perkins IV) was passed by Congress in July 2006 and signed into law on August 12, 2006. This Act builds upon the initiatives and accountability measures of the Perkins III Act. The four main themes of the new act are accountability and program improvement, secondary and postsecondary connections, rigor and academic links and stronger focus on business and industry connections. The Department will be preparing a five-year plan for the 2008-2013 program years. The plan will align with the goals and objectives of the new Act and with the State's initiatives with regard to high school redesign. The purpose of the hearing is to allow the applicant, interested groups and members of the public the opportunity to present testimony on the federal grant application.

TIME AND PLACE: February 8, 2008 2:30-4:00

The sessions will be delivered using the ATM system. The originating site will be at the Burton M. Cross State Office Building, 111 Sewall Street, Augusta, Maine, Main Phone Number: 624-6600

Receiving sites are: Lewiston Regional Technical Center, 156 East Avenue, Lewiston, Maine

Region III-Northern Penobscot Tech, 35 West Broadway, Rumford, Maine

Presque Isle Regional Technology Center, 79 Blake Street, Presque Isle, Maine

DUE DATE FOR FEDERAL SUBMITTAL: April 1, 2008

HOW TO PARTICIPATE

All interested members of the public are invited to attend and offer testimony. The public is not required to submit written testimony before the hearing in order to testify. Members of the public may simply attend the hearing and give oral testimony. Written testimony may be submitted at the public hearing or sent directly to the department at the following address: Maine Department of Education, c/o Lora Downing, 23 State House Station, Augusta, Maine, 04333-0022. Comments may also be submitted via e-mail to Lora.Downing@maine.gov. All comments must be received by February 18, 2008.

DISABILITIES

Persons with disabilities planning to attend the hearing are requested to inform the Department of Education in advance so that arrangements can be made for services they may require.

FOR ADDITIONAL INFORMATION

A full copy of the proposed concept plan may be viewed at the Department of Education; please call the office in advance at (207) 624-6730. Persons having questions may contact Lora Downing by e-mail (lora.dowming@maine.gov) or telephone (207-624-6740).

AGENCY CONTACT PERSON: Lora Downing
AGENCY NAME: Department of Education
ADDRESS: State House Station #23, Augusta, Maine
TELEPHONE: 624-6740

**STRESS TO PAPERS THAT THIS IS NOT
PART OF RULEMAKING.**

Classified or Advertising Departments

Bangor Daily - Paul Herrick 1-800-432-7964 (works on Rules notices)

Fax 941-0885 He will forward to Classified.

Notices on meetings only they suggested put in forward part of paper and in a box so it stands out, not classified.

Lisa Carter 990-8271

Submission before 4:00 p.m. 3 days prior to publication
email: retailadv@bangordailynews.net

fees: column inch weekday \$32.70 per day.

Kennebec Journal & Morning Sentinel - Tanya Dyer 623-3811 (direct 621-5680)

Submission before 2:00 p.m. 2 days prior to publication.
email tdyer@centralmaine.com

Fees: can be any size. charge for legal notice \$13.00 per inch per day.

Portland Press Herald - Joan Wogaman 1-800-442-6036 Ext 6157

Submission before Noon 2 days prior to publication.
Can fax or email classified@pressherald.com

Fees: \$2.33 per line.

Lewiston Sun Journal - Sandra Bruno (Mary Ann) 1-800-482-0753 Ext 1181

Submission before: 10:00 a.m. day before if under 10 inch
10:00 a.m. 2 days prior to publication if over 10 inch
email: class1@sunjournal.com

Fees: \$28.84 per inch per day.

Public Hearing Grant Process

(Non- rule making process for a public hearing using the
Maine APA process for rule making as a template)

Notice of Proposed Hearing

The Notice of hearing is published in the *Bangor Daily News*, *Kennebec Journal*, *Portland Press Herald* and the *Lewiston Sun-Journal*.

Public participation

The public hearing grant process along with the other federal grant submission requirements provide opportunities for the public to participate in the state's grant submission process. This process allows interested persons to have a chance to submit comments for consideration.

Hearings

When required by other statutes or federal regulations an agency will hold a hearing on its proposed grant submissions. Many federal grant applications also require a public hearing on the potential grant application. This public hearing will not effect rule making but is used to fulfill the federal grant submission requirements. Since public access and input are major goals of the state law and federal law, a hearing may be a very useful method of informing and educating the public and for receiving public response.

A hearing can only be conducted by someone who is in a "major policy-influencing position" as listed in 5 MRSA c.71 (mainly commissioners, deputies, and bureau chiefs), or a designee who has responsibility over the subject matter to be discussed at the hearing (the designee provision, part of Public Law 1993, c.362, took effect October 13, 1993).

Although there are no state rules regarding the conduct of the grant public hearing, the Secretary of State has provided suggestions for the APA rule making process. The public grant hearing process will use these suggestions as a guide. They are as follows:

- All persons conducting the hearing should identify themselves and give a brief description of their positions and responsibilities;
- The moderator should then give the background of the proposed grant and state when the hearing was advertised and how (i.e., in which newspapers advertisements appeared, and which groups were notified by mail);
- The moderator should then explain the procedures to be followed in conducting the hearing:
 - how long each person will have to speak, if any time limit is set at all--15 minutes would seem adequate in most instances;
 - what the format will be and how individuals should pose their questions;

The moderator will document verbal comments and accept written comments for consideration in the federal grant documents. The moderator will be able to provide the timelines for submission and the federal grant submission guide including the grant application requirements. The moderator will collect input, concerns and potential considerations and bring them back to the Maine Department of Education for review. When a hearing is held the agency will accept comments for at least 10 days thereafter. Following the opportunity for hearing, an agency must consider available relevant information, including public comments, before submission.

Submission

After complying with notice and hearing requirements and after considering the information available, the agency may incorporate any additional information collected and then make a formal decision on the proposed grant submission. The grant submission will be considered state approved with the dated signature of the agency representative (State Board of Education) The agency shall also address all comments received and state its rationale for adoption or failing to adopt suggested changes. The agency may consolidate similar comments instead of addressing each one individually but will retain a listing of the names of persons whose comments were received and the organizations they represent, along with summaries of their comments.

Appendix E
Articulation Agreement Template



Maine Department of Education
Career and Technical Education
23 State House Station
Augusta, ME 04333-0023
(207) 624-6730
www.schoolswork.org

ARTICULATION AGREEMENT

For the coordination of curricula between Maine's Career and Technical Education Centers/Regions and the Maine Community College System Campuses

Program Objectives

- To encourage career and technical education students to pursue a postsecondary education.
- To reduce repetition of mastered competencies between secondary career and technical education and Community College.
- To provide a smooth transition from secondary career and technical education to Community College education.
- To reduce student and state costs.

Role of the Institutions

The secondary career and technical education centers/regions and Community College campuses are jointly responsible for developing and executing Articulation Agreements. Secondary and postsecondary faculty should partner to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. As the needs of students and the demands of business and industry change, it is reasonable to re-evaluate and update agreements on an annual basis to reflect those changes in the curriculum.

Secondary and postsecondary faculties will agree upon competencies to be examined for the courses to be articulated. They will jointly develop an Articulation Agreement listing the student requirements needed to achieve the articulated credits. Instructors at the secondary and

postsecondary levels will meet annually to review course competencies and amend the Articulation Agreement as necessary.

The career and technical education centers/regions and Community Colleges will develop methods of publicizing the Articulation Agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities. To benefit from articulation, all Community College admissions requirements must be met by the student.

The State requires that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation, Maine Enhanced Articulation and Program of Study Agreements.

Types of Articulation Agreements

Dual Credit

Dual credit exists when a student is enrolled in a secondary CTE program, as well as the corresponding Community College course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and community college and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit courses are reflected on both the student's high school transcript and on the community college's permanent record.

Escrow Credit

Escrow credits become available when the student completes the secondary CTE program and then requests the Community College credit, once they are matriculated and have completed the Community College requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is governed by a formal, written agreement that identifies courses or sequence of courses at a career and technical center which successful completion assures the Community College that the student has the necessary background, instruction and preparation to enable the student to progress to the next level of instruction at the Community College. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

Time Consideration

A student has up to three years to take advantage of the postsecondary credits made available under an Articulation Agreement.

Articulation Agreement

1. Secondary institution name:
2. Postsecondary institution name:
3. Secondary course of study:
4. Postsecondary course of study:
5. Secondary course(s) to be used for articulation:
6. Postsecondary course(s) to waived because of articulation:
7. Type of articulation:
(please check)
 - Dual Credit
 - Escrow Credit
 - Student choice of Dual Credit or Escrow Credit
8. What are the minimum and maximum number of credits a student may articulate from the postsecondary institution?
9. How will the student demonstrate meeting the competencies?
10. How will the secondary instructor document the student as meeting the competencies?
11. What are the education, training, and/or experience requirements for the secondary instructor?
12. What college entrance requirements must be met by the student?

We, the undersigned administrators, agree to enter into this Articulation Agreement to provide students a seamless transition from high school instruction to Community College instruction.

We hereby mutually agree that this Articulation Agreement will remain in effect for a period of one year.

We do hereby mutually agree to abide by all of the terms specified within the Articulation agreement.

Secondary School Name

Community College Name

Director Signature/Date

Campus President Signature/Date

Secondary Instructor/Date

Academic Dean/Date

Department Chair/Date

Postsecondary Instructor/Date

Appendix F
Enhanced Articulation Agreement Template



Maine Department of Education
Career and Technical Education
23 State House Station
Augusta, ME 04333-0023
(207) 624-6730
www.schoolswork.org

ENHANCED ARTICULATION AGREEMENT

For the coordination of curricula between Maine's Career and Technical Education Centers/Regions and the Maine Community College System

Enhanced Articulation defined

Enhanced Articulation is an articulation that is a systematically planned process linking a secondary career and technical education school program to a postsecondary career and technical education system program. Unlike the Articulation Agreement which can be institution to institution, the Maine Enhanced Articulation Agreement is from secondary career and technical education school to postsecondary career and technical education system. The postsecondary articulation will cross all Community Colleges which offer the like career and technical education program. The secondary programs will have to meet the requirements of the Community Colleges system wide articulation to qualify. Maine Enhanced Articulation Agreements between secondary career and technical programs and postsecondary institutions must allow students to earn a minimum of 3 college credits.

By July 1, 2009, one Maine Enhanced Articulation Agreement must be in place. All secondary and postsecondary eligible recipients that offer the program chosen for enhanced articulation must participate.

Program Objectives

- To encourage career and technical education students to pursue a postsecondary education.
- To reduce repetition of mastered competencies between secondary career and technical education and Community College.
- To provide a smooth transition from secondary career and technical education to Community College education.
- To reduce student and State costs.
- Allow secondary career and technical education students in any part of the State of Maine to smoothly transition to postsecondary education within the State Community College system.

Role of the Institutions

The secondary career and technical education schools and Community College campuses are jointly responsible for developing and executing Maine Enhanced Articulation Agreements. Secondary and postsecondary faculty should partner to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. As the needs of students and the demands of business and industry change, it is reasonable to reevaluate and update agreements on an annual basis to reflect those changes in the curriculum.

Secondary and college faculties will agree upon competencies to be examined for the courses to be articulated. They will jointly develop a Maine Enhanced Articulation Agreement listing the student requirements needed to achieve the articulated credits.

The career and technical education centers/regions and Community Colleges will develop methods of publicizing the Maine Enhanced Articulation Agreements to encourage students to take advantage of seamless transitions and advanced placement opportunities. To benefit from enhanced articulation, all community college admissions requirements must be met by the student.

The State requires that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation, Maine Enhanced Articulation and Program of Study Agreements.

Types of Maine Enhanced Articulation Agreements

Dual Credit

Dual credit exists when a student is enrolled in a secondary CTE program, as well as the corresponding Community College course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and Community College and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit courses are reflected on both the student's high school transcript and on the Community College's permanent record.

Escrow Credit

Escrow credits become available when the student completes the secondary CTE program and then requests the Community College credit, once they are matriculated and have completed the Community College requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is governed by a formal, written agreement that identifies courses or sequence of courses at a career and technical center which successful completion assures the Community College that the student has the necessary background, instruction and preparation to enable the student to progress to the next level of instruction at the Community College. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as "P" for passed.

Time Consideration

A student has up to three years to take advantage of the postsecondary credits made available under a Maine Enhanced Articulation Agreement.

Enhanced Articulation Agreement

1. Secondary institution name:
2. Postsecondary institution name:
3. Secondary course of study:
4. Postsecondary course of study:
5. Secondary course(s) to be used for articulation:
6. Postsecondary course(s) to waived because of articulation:
7. Type of articulation:
(please check)
 - Dual Credit
 - Escrow Credit
 - Student choice of Dual Credit or Escrow Credit
8. What are the minimum and maximum number of credits a student may articulate from the postsecondary institution?
9. How will the student demonstrate meeting the competencies?
10. How will the secondary instructor document the student as meeting the competencies?
11. What are the education, training, and/or experience requirements for the secondary instructor?
12. What college entrance requirements must be met by the student?

We, the undersigned administrators, agree to enter into this Maine Enhanced Articulation Agreement to provide students a seamless transition from high school instruction to Community College instruction.

We do hereby mutually agree to abide by all of the terms specified within the Maine Enhanced Articulation Agreement.

Secondary School Name

Community College Name

Director Signature/Date

College President Signature/Date

Secondary Instructor/Date

Campus President/Date

Academic Dean/Date

Department Chair/Date

Postsecondary Instructor/Date

Appendix G
Program of Study Agreement Template



Maine Department of Education
Career and Technical Education
23 State House Station
Augusta, ME 04333-0023
(207) 624-6730
www.schoolswork.org

PROGRAM OF STUDY AGREEMENT

*For the Program of Study between Maine's Career and Technical Education Centers/Regions and the
Maine Community College System Campuses*

Maine CTE programs of study contain the following elements:

- Standards-based curriculum aligned to a national or State of Maine skill standard
- Rigorous academics blended and aligned to the “*Learning Results-Parameters for Essential Instruction*”
- Value-added options through industry certification or articulation for college credit
- Quality assurance to keep pace with industry requirements through industry advisory groups
- Accountability which is emphasized through Perkins grant requirements
- Multiple options for students as they prepare for entry into careers and further education

Program of Study Defined

A Program of Study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge to provide secondary CTE students with a pathway to postsecondary CTE education and career goals. The connection to future coursework motivates students to take the courses to ensure success in postsecondary education and in careers. Programs of Study lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Programs of Study should be developed in partnership with secondary schools, post-secondary schools, employers, industry groups and other stakeholders to create curriculum to support academic, technical and workplace standards. An intended outcome of a program of study is the enhanced collaboration between program stakeholders. Maine CTE programs of study

increase the academic, career and technical skills of students in order to prepare them for career, college and citizenship. Maine's model of CTE organize programs of study within 15 broad career cluster programs, designed to provide students with multiple career pathways leading to careers and postsecondary education. At the secondary level, academic rigor is ensured through the connections to "*Learning Results-Parameters for Essential Instruction*" (MLR) and No Child Left Behind (NCLB) accountability measures. **Each secondary and post-secondary institution is required to have one program of study by July 1, 2008.** Program of Study Agreements must be signed written agreements and be approved annually by the administrators of the educational institutions; these agreements will be signed by the instructors at the secondary and postsecondary levels and the administrators at both levels. Programs of Study do not qualify as such if the agreement is signed by secondary CTE instructor to postsecondary CTE instructor. All requirements for admission by the Community Colleges must be met by the student.

The State requires that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting of articulation agreements, Maine enhanced articulation agreements and programs of study.

Time Consideration

A student has up to three years to take advantage of the Program of Study made available under a Program of Study Agreement.

PROGRAMS OF STUDY PATHWAYS

| <u>Cluster Program</u> | <u>Secondary CTE Program By CIP Codes</u> | <u>Postsecondary CTE Program</u> |
|--|--|--|
| Agriculture Food and Natural Resources | 01.0000 Agriculture/Agribusiness 01.0205 Agriculture Mechanization, General 01.0303 Aquaculture 01.0304 Crop Production Operations and Management 01.0601 Horticulture Operations and Management 01.0601 Applied Horticulture/Horticulture Operations 03.0201 Natural Resource Management 03.0511 Forest Harvest and Product Technology | Business Administration, Agriculture Horticulture Pulp and Paper Technology |
| Architecture and Construction | 15.1301 Architectural Drafting 15.1301 Drafting, General 15.1302 CAD/CADD Drafting and/or Design Technology/Technician 15.1303 Mechanical Drafting 46.0000 Construction Trades/General 46.0101 Mason and Tile Setter 46.0201 Carpentry 46.0201 Carpentry/Carpenter 46.0302 Electrician 46.0302 Electrician/Electronics Repair, General 46.0503 Plumbing and Pipefitting 46.0503 Plumbing Technology/Plumber | Air Conditioning and Refrigeration Architectural and Civil Engineering Technology Architectural and Engineering Design Building Construction Building Construction Technology Construction Technology Electrical Construction and Maintenance Environmental Science and Technology HACRP Heating Heating Technology Masonry Plumbing Plumbing and Heating Plumbing Technology Refrigeration, Air Conditioning and Heating Residential and Commercial Electricity Residential Construction |
| Arts, A/V Technology and Communication | 10.0202 Radio and TV Broadcast Technology 10.0301 Graphic Communications | Communication and News Media Digital Media Graphic Arts/Printing Technology |

| <u>Cluster Program</u> | <u>Secondary CTE Program By CIP Codes</u> | <u>Postsecondary CTE Program</u> |
|--|---|---|
| | 50.0101 Visual and Performing Arts, General 50.0402 Graphic Design/Commercial Art and Illustration 50.0402 Commercial and Advertising Art 50.0602 Film, Video Making/Cinematography and Production 50.0602 Data Processing Technology | |
| Business, Management and Administration | 32.0301 Parks and Recreational Facilities 52.0201 Business Administration and Management, General 52.0302 Accounting Technician 52.0399 Accounting, Other 52.0401 Administrative Assistant/Secretarial 52.0401 Business Technology 52.0407 General Office/Clerical/Typing Services 52.0407 Information Processing/Data Entry Technician 52.0407 Data Processing Technology/Technician 52.0407 Administrative Assistant/Secretarial 52.0407 Computer Tech II 52.04408 General Office/ Clerical/ Typing Services 52.0701 Entrepreneurship/Entrepreneurial Studies | Business Administration Business Administration and Management Business Administration/Business Management Business Administration/Entrepreneurship Business Administration/Marketing Business Administration/Office Management Business Administrative Business Management Business Management/Entrepreneurship Business Management/Office Administration Business Management/Office Technology Business Management/Small Business Development Executive Secretarial Science Legal Office Administration Office Assistant Organizational Leadership |
| Education and Training | | Education Education/Special Education Education/Speech and Language Education/Early Childhood Early Childhood Education Early Childhood Education Assistant Paraeducation |

| <u>Cluster Program</u> | <u>Secondary CTE Program By CIP Codes</u> | <u>Postsecondary CTE Program</u> |
|------------------------|--|---|
| Finance | 52.0803 Banking and Financial Support Services | Accounting Accounting Information Systems Business Administration/Accounting Business Administration/Finance Business Management/Banking |
| Health Science | 51.0000 Health Services/Allied Health/Health Sciences 51.0000 Nursing Assistant/Aide 51.0703 Health Unit Coordinator/Ward Clerk 51.0710 Medical Office Assistant/Specialist 51.1614 Nursing Assistant/Aide 51.2602 Elder Care Provider/Companion Care | Advanced Emergency Care Behavioral Health Tech. Biological Sciences Cardiovascular Tech Clinical Laboratory Science Clinical Technician Dietetic Tech Dietary Manager Emergency Medical Services EMT-Intermediate Health Care Secretary Health Information Technology Massage Therapy Medical Assistant Medical Assisting Medical Coding Medical Office Administration Medical Office Management Medical Office Technology Medical Radiography Medical Transcription Mental Health MHRT-1-C MHRT-Community Nursing Nursing Practical Occupational Health and Safety Occupational Therapy Assistant Paramedicine Pharmacy Tech. Physical Therapist Assistant Practical Nursing Radiation Therapy Radiography Radiologic Technology |

| <u>Cluster Program</u> | <u>Secondary CTE Program By CIP Codes</u> | <u>Postsecondary CTE Program</u> |
|-------------------------|--|---|
| | | Respiratory Therapy Respiratory Therapy Assistant Sonography Surgical Technology |
| Hospitality and Tourism | 12.0503 Culinary Arts/Chef Training 12.0503 Kitchen Personnel/Cook and Assistant Training 12.0503 Food Production and Services/Workers and Administrators 12.0503 Kitchen Personnel/Cook, and Assistant Training 12.0503 Institutional Food Service Administration 12.0505 Food Preparation/Professional Cooking/Kitchen Assistant 52.1910 Hospitality/Recreational Marketing, General | Adventure Recreation and Tourism Culinary and Baking Culinary Arts Food and Beverage Operations Food Service Specialist Hotel/Restaurant Management Lodging and Restaurant Management Lodging Operations Restaurant and Food Management |
| Human Services | 19.0709 Child Care Services/Workers and Managers 19.0709 Child Care Provider/Assistant 32.0105 Job Seeking/Job Changing Skills 32.0107 Career Exploration/Awareness Skills 32.0107 Job Seeking/Job Changing Skills | |
| Information Technology | 10.0303 Desktop Publishing Equipment; Operator 10.0305 Graphic/Printing Equipment Operator 11.0103 Computer and Information Sciences, General 11.0801 Data Processing Technology/Technician 50.0409 Digital Graphic Arts Desktop Publishing Equipment Operator 99.100 Cooperative Education 99.3001 Tech Lab 99.3001 Intro to Technology 99.4000 Tech Prep Academics | Business and Computer Applications Cisco Networking Specialist Computer Aided Drafting and Design Computer Aided Drafting and Design/Architectural Computer Aided Drafting and Design/Mechanical Computer Aided Drafting Tech. Computer Applications and Admin. Mgmt. Computer Applications Technology Computer Electronics Computer Information Systems Computer Programming |

| <u>Cluster Program</u> | <u>Secondary CTE Program By CIP Codes</u> | <u>Postsecondary CTE Program</u> |
|--|--|---|
| | 99.4000 Multi/Interdisciplinary Studies, Other 99.4000 Basic Skills, General 99.4000 English Language and Literature 99.4000 Applied Academics/Plato 99.4000 Academic Skills/Plato lab 99.4000 Applied Academics 99.7000 Vocational Special Needs 99.7000 Diversified Occupations | Computer Repair Technology Computer Support Specialist Computer Support Specialist with a specialization in Networking Computer Systems Technology Computer Technology Computer Technology/Network Admin Computer Technology/Programming Computer Technology/Web Dev. Digital Media Technology Information Technology Office Information Specialist Telecommunication Technology: Verizon Telecommunications (Verizon) |
| Law, Public Safety and Security | 43.0000 Protective Services Cluster 43.0000 Emergency Services 43.0107 Law Enforcement/Police Sciences 43.0107 Criminal Justice/Police Science | Criminal Justice Fire Science Fire Science Tech |
| Manufacturing | 48.0501 Machinist/Machine Technologist 48.0501 Machine Tool Technology 48.0506 Sheet Metal Worker 48.0508 Welder/Welding Technologist | Applied Metal Manufacturing Drafting Tech. Electrical Lineworker Technology Electromechanical Technology Industrial Electrical/Electronics Tech Industrial Electricity Instrumentation and Controls Integrated Manufact. Technology Machine Tool Technology Mechanical Engineering Technology Pipe Fabrication Precision Machining Technology Precision Metal Manufacturing Precision Metals Manufacturing Trade and Technical Occupations Welding Welding and Metal Fabrications Welding Technology |

| <u>Cluster Program</u> | <u>Secondary CTE Program By CIP Codes</u> | <u>Postsecondary CTE Program</u> |
|--|--|--|
| Marketing, Sales and Service | 47.0101 Electrical/Electronics Equipment Repair 47.0104 Computer Installer and Repairer 47.0104 Computer Technology 47.0104 Computer Installation and Repair 47.0104 Data Processing Technology 47.0606 Small Engine Mechanic/Repairer 52.1801 Sales, Distribution and Marketing Operations, General 52.1803 General Retailing Operations | |
| Science, Technology, Engineering and Mathematics | 15.0000 Engineering Technology/Technician 15.0613 Tech Lab 41.0101 Biological Technologies | Applied Marine Biology/Ocean Applied Technical Studies Applied Electronics and Computer Technology Biotechnology Boatbuilding Technology Electrical and Automation Technology Electrical Engineering Tech. Electricians Technology Electronics Tech. General Technology Marine Composites Marine Electronics Marine Mechanics Technology Marine Technology with a Specialization in Boatbuilding Technical and Trade Studies Trade and Technical Trade and Technical Occupations Trade/Technology Occupations |
| Transportation, Distribution and Logistics | 47.0302 Heavy Equipment/Diesel Mechanic Repairer 47.0302 Heavy Equipment Maintenance and Repair 47.0603 Automotive Body Repair 47.0604 Automotive Mechanic/Technician 47.0604 Automobile/Automotive Mechanics Technology | Auto Body Repair Automotive Parts and Service Management Automotive Technology Civil Engineering Diesel and Hydraulics Diesel Hydraulic Technology Diesel, Truck and Heavy Equipment Engine Specialist |

| <u>Cluster Program</u> | <u>Secondary CTE Program By CIP Codes</u> | <u>Postsecondary CTE Program</u> |
|------------------------|---|--|
| | 47.0616 Marine Maintenance/Fitter and Ship Repairer 49.0202 Construction Equipment Operator 49.0205 Truck/Bus/Other Commercial Vehicle Driver | Ford Asset (Automotive Technology) Heavy Equipment Operation Heavy Equipment Maintenance Heavy Equipment Systems Mechanical Technology Mechanical Technology with a Specialization in Vehicle Service |

Program of Study

Secondary School Name:

Cluster Program:

Course Title and CIP Code:

Please indicate, in the table below, the secondary courses a student would need to complete as part of this program of study.

| <u>GRADUATION REQUIREMENTS</u> | <u>GRADE 9</u> | <u>GRADE 10</u> | <u>GRADE 11</u> | <u>GRADE 12</u> |
|--------------------------------|----------------|-----------------|-----------------|-----------------|
| English | | | | |
| Social Studies | | | | |
| Mathematics | | | | |
| Science and Technology | | | | |
| Physical and Health Education | | | | |
| Visual and Performing Arts | | | | |
| World Languages | | | | |
| CTE Course | | | | |
| Other | | | | |

Please indicate, in the table below, the value added options a student may earn for completing this program of study.

| OPTION | PARTNER | CREDENTIAL | VALUE FOR CTE STUDENTS |
|-----------------------|----------------------------------|---------------------------------|-------------------------------|
| Example: Dual Credit | Northern Maine Community College | AS in Early Childhood Education | Up to 8 credits hours earned |
| | | | |
| <u>OPTION</u> | <u>PARTNER</u> | <u>CREDENTIAL</u> | <u>VALUE FOR CTE STUDENTS</u> |
| Dual Credit | | | |
| Escrow Credit | | | |
| Enhanced Articulation | | | |
| Certification(s) | | | |
| Degree | | | |
| Other | | | |

Two Year College Program Sequence

Program Title:

College:

Please indicate, in the table below, the postsecondary courses for the program of study. Indicate which courses may receive articulated credit by placing them in the possible articulated credit section.

| | |
|---|---|
| Semester 1 <u>Possible articulated credit courses:</u> | Semester 2 <u>Possible articulated credit courses:</u> |
| Semester 3 <u>Possible articulated credit courses:</u> | Semester 4 <u>Possible articulated credit courses:</u> |

Provide a list of examples of the careers students are preparing to enter:

We, the undersigned administrators, agree to enter into this Program of Study Agreement to provide students a seamless transition from high school instruction to Community College instruction.

We hereby mutually agree that this Program of Study Agreement will remain in effect for a period of one year.

We do hereby mutually agree to abide by all of the terms specified within the Program of Study Agreement.

Secondary School Name

Director Signature/Date

Secondary Instructor/Date

Community College Name

Campus President Signature/Date

Academic Dean/Date

Department Chair/Date

Postsecondary Instructor/Date

Appendix H – Programs of Study

Maine Definitions

Program of Study (POS)

A Program of Study is a planned sequence of courses that:

- ◆ integrates high quality core academic knowledge with technical and occupational skills and knowledge in a coordinated, non-duplicative, progression of courses;
- ◆ provides secondary students with an aligned pathway to postsecondary education and career goals;
- ◆ creates partnerships between secondary and postsecondary education;
- ◆ may include opportunities for the secondary student to participate in credit bearing articulated programs (dual, escrow, or enhanced) or other ways to acquire postsecondary education credits; and
- ◆ leads students to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The model for Maine's POS includes Career Clusters, Career Pathways, Program Requirements and Personal Learning Plans.

NOTE: Those schools using Federal Perkins IV funding must comply with the requirement that funds are only spent on Career and Technical programs and students.

Career Clusters

16 Nationally developed groupings of occupations and industries that have similar core elements.

Career Pathways

Career Pathways narrow and specify a broad cluster grouping; they include related occupations that have similar core elements. Each career cluster has 2-7 different career pathways.

Program Requirements

Specific coursework determined by a school that guides students through a secondary to postsecondary career pathway.

Personal Learning Plan (PLP)

An individualized program of study guided by the schools' program requirements, grades 9-16+.

For further information or explanation: lora.downing@maine.gov

Perkins IV- Programs of Study

Section 122

“(c) PLAN CONTENTS.—The State plan shall include information that—

“(1) describes the career and technical education activities to be assisted that are designed to meet or exceed the State adjusted levels of performance, including a description of—

“(A) the career and technical programs of study, which may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework, for career and technical content areas that—

“(i) incorporate secondary education and postsecondary education elements;

“(ii) include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, nonduplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;

“(iii) may include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and

“(iv) lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;

SEC. 135. LOCAL USES OF FUNDS.

“(a) GENERAL AUTHORITY.—Each eligible recipient that receives funds under this part shall use such funds to improve career and technical education programs.

“(b) REQUIREMENTS FOR USES OF FUNDS.—Funds made available to eligible recipients under this part shall be used to support career and technical education programs that—

“(1) strengthen the academic and career and technical skills of students participating in career and technical education programs, by strengthening the academic and career and technical education components of such programs through the integration of academics with career and technical education programs through a coherent sequence of courses, such as career and technical programs of study described in section 122(c)(1)(A), to ensure learning in—

“(A) the core academic subjects (as defined in section 9101 of the Elementary and Secondary Education Act of 1965); and

“(B) career and technical education subjects;

“(2) link career and technical education at the secondary level and career and technical education at the postsecondary level, including by offering the relevant elements of not less than 1 career and technical program of study described in section 122(c)(1)(A);

SEC. 134. LOCAL PLAN FOR CAREER AND TECHNICAL EDUCATION PROGRAMS.

“(a) LOCAL PLAN REQUIRED.—Any eligible recipient desiring financial assistance under this part shall, in accordance with requirements established by the eligible agency (in consultation with such other educational training entities as the eligible agency determines to be appropriate) submit a local plan to the eligible agency. Such local plan shall cover the same period of time as the period of time applicable to the State plan submitted under section 122.

“(b) CONTENTS.—The eligible agency shall determine the requirements for local plans, except that each local plan shall—

“(1) describe how the career and technical education programs required under section 135(b) will be carried out with funds received under this title;

“(2) describe how the career and technical education activities will be carried out with respect to meeting State and local adjusted levels of performance established under section 113;

“(3) describe how the eligible recipient will—“(A) offer the appropriate courses of not less than 1 of the career and technical programs of study described in section 122(c)(1)(A);

| High School | 9 th Grade | 10 th Grade | 11 th Grade | 12 th Grade |
|--|--|--|---|--|
| | English I | English II | English III | English IV |
| | Algebra I or Geometry | Geometry or Algebra II | Algebra II, Trig or Pre-Calculus | Trig, Pre-Calculus, or Calculus |
| | Physical Science or Biology I | Biology I or Chemistry I | Chemistry I or Physics | Physics, AP Biology or Environmental Science |
| | Geography/State History | World History | American History | Economics/Government |
| | Required Courses/Electives PE, Health, Art, Foreign Language, or Computer Technology | Required Courses/Electives PE, Health, Art, Foreign Language, or Computer Technology | Additional High School Electives Animal Science, Agricultural Power & Tech, Plant & Soil Science, Horticulture, Forestry, Agricultural Economics, Agricultural Comm., Aquaculture, Natural Resources, Food Science Technology or Employment in Agribusiness | Technology Center Electives Horticulture Horse Production/Management Meat Processing Farm Equipment Repair Welding Veterinary Assisting |
| Career Electives Agriscience I | Career Electives Agriscience II | | | |
| Post-Secondary | Technology Center | | Community College | College/University |
| | <input type="checkbox"/> Horticulture <input type="checkbox"/> Farm Equipment Repair <input type="checkbox"/> Horse Production/Management <input type="checkbox"/> Meat Processing <input type="checkbox"/> Welding For more information visit www.okcareertech.org | | <input type="checkbox"/> Agriculture Communications <input type="checkbox"/> Agriculture Economics <input type="checkbox"/> Agriculture Sciences & Natural Resources <input type="checkbox"/> Agronomy <input type="checkbox"/> Animal Science <input type="checkbox"/> Equine Science <input type="checkbox"/> Horticulture For more information visit www.okhighered.org | <input type="checkbox"/> Agriculture Communications <input type="checkbox"/> Agriculture Economics <input type="checkbox"/> Agriculture Sciences & Natural Resources <input type="checkbox"/> Agronomy <input type="checkbox"/> Animal Science <input type="checkbox"/> Biochemistry <input type="checkbox"/> Equine Science <input type="checkbox"/> Horticulture For more information visit www.okhighered.org |
| Career Enhancement Options | Work-based Learning Options | | Short-Term Training Options | |
| | Job-Shadowing: Internship/Mentorship: On-The-Job Training: | | <input type="checkbox"/> Farm Business Management <input type="checkbox"/> Welding <input type="checkbox"/> Conversational Spanish | |

Appendix I
High School Reform

Regional Forums

INFORMATIONAL LETTER NO: 74
POLICY CODE: IKF

TO: Superintendents, Principals, Curriculum Leaders, CTE Directors, Teachers, Community Members, Community College and University Administrators and Faculty
FROM: Susan A. Gendron, Commissioner
DATE: January 24, 2008
SUBJECT: Regional Forums

The Maine Department of Education is hosting regional forums across the State to gather input from superintendents, curriculum leaders, principals, teachers, parents, school board members, college representatives, and community members on our framework for developing regulations for the implementation of Maine *Learning Results*. Before we develop the changes needed for *Chapter 125: Basic Approval Standards: Public Schools* and *School Administrative Units* and *Chapter 127: Instructional Program, Assessment and Diploma Requirements* we are asking for feedback to inform our work.

The framework is based on the following premises:

- All students should aspire to high levels of learning;
- Achievement should be assessed in a variety of ways; and
- Completion of public school should have common meaning throughout the State.

My staff will be asking for your input, your reactions and your creative ideas for re-imagining how we prepare students for this 21st Century.

Once the forums are completed, I will use the information to refine my recommendations for graduation requirements and for the implementation of curriculum and assessment in order to provide all students in Maine equitable and quality educational opportunities regardless of where they attend school.

Each forum will follow a similar agenda with some flexibility to accommodate the needs within the region and to ensure that each person's comments and views are captured. The times and location of each forum are listed below and a general forum agenda follows on the next page. You will also find a flyer with this information at:

<http://www.maine.gov/education/regionalforumflyer.pdf>

or

<http://www.maine.gov/education/regionalforumflyer.rtf>

We encourage you to use the flyer at link to forward the information to your staff and your community.

Please contact Wanda Monthey at wanda.monthey@maine.gov or the Department of Education Contact listed below if you have any questions.

Dates and times for each forum are listed below:

| Date | Location and Time | Maine Department of Education Contact Person |
|---|---|---|
| January 29, 2008 | University of Maine, Machias 4-8 p.m. | Tad Johnston tad.johnston@maine.gov |
| January 29, 2008 | Westbrook High School 4-8 p.m. | Anita Bernhardt anita.bernhardt@maine.gov |
| January 30, 2008 | Hermon High School 4-8 p.m. | Dan Hupp dan.hupp@maine.gov |
| February 5, 2008 | Sanford High School 4-8 p.m. | Jana Boody jana.boody@maine.gov |
| February 11, 2008 | Capital Area Technical Center, Augusta 4-8 p.m. | Don Reutershan don.reutershan@maine.gov |
| February 11, 2008 | Caribou Middle School 6-9 p.m. | Diana Doiron diana.doiron@maine.gov |
| February, 2008 (date to be determined) | Auburn Middle School 4-8 p.m. | Barbara Moody barbara.moody@maine.gov |

Appendix J
Online Grant Application

Gary and George... We have had to make many revisions to the online grant. Many of the questions have remained the same, but have been moved from one area to another to accommodate our expenditure accountability and the State of Maine Perkins Work Plan. I have made comments where questions were in the old system in hopes that you will be able to pull the information forward from last year's grants. I have highlighted these comments AND any new questions or comments in yellow. We also have several questions which MUST have a Goal and Activity for accountability purposes. I have highlighted these in yellow also as we would like you to force completion of a Goal and Activity before the grant can be submitted... if this is possible.

I have tried to make this as clear as possible, but if you have any questions... please feel free to call or email me.

As always... thank you for your help!!!

Donna Tiner

dtiner@mccs.me.edu
207-629-4012



Maine Department of Education
Consolidated Application
Career and Technical Education
Program Year: 2008



LOCAL APPLICATION COVER PAGE

Local Application for Assistance Under Title I, Part C of the Carl D. Perkins Vocational and Technical Education Act of 1998 (P.L. 105-332)

Program Year:
Applicant:

GENERAL ASSURANCE

I hereby certify that, to the best of my knowledge, the information contained in this application is correct; and that the school board or cooperative board has authorized me, as its representative, to provide this general assurance.

I assure the Maine Department of Education that the school unit will comply with all assurances and certifications listed in this Application, Application Guidance sections and applicable state and federal laws.

I also certify that all representation as to the amounts of obligations during the stated period is true, complete, and correct, including the information reported on the annual payment schedule.

I also certify that the grant funds will be expended as stated in the goals and activities of this grant application and no changes to the goals, activities or budget state in this grant document will be made until MDOE approval is granted.

I also certify that the school unit has complied with certification of sub-grantee debarment, suspension and other responsible matters.

By using my PIN to electronically submit this document I agree to all statements above and conditions listed in the grant approval letter.

Submitted by:

Signature

By using my electronic signature to submit approval of this document I agree to all statements above and conditions listed in the grant approval letter.

Signature

Site Profile

This section is the same... postsecondary and secondary have different questions.

Postsecondary:

In the text boxes provided below please describe your organizational structure, a list of programs and degrees or certificates offered. What percentage of your students are CTE students? (Do not count the 2 year academic associate students please)

Secondary:

In the text boxes provided below please describe your organizational structure. Include your:

- List of programs
- Affirmation of a consortium or cooperative agreement
- Date of first meeting of your school's advisory (centers) or cooperative (regions) board.

These boards are required to meet at least 6 times per calendar year according to 20-A, Chapter 313, sections 8404 and 8452. It is also required to review your live work and cooperative agreement annually. Please submit the minutes of your first meeting with the review and approval of your schools cooperative agreement and live work policy documented within the minutes. Please send to Jan Cowan, Maine Doe, State House Station #23, Augusta, Maine, 04333. This document is due by October 30 to continue to receive funding.

Administration Plan

NOTE: - Only for Secondary and MCCS Admin... do not include for the colleges of the MCCS.

ADMINISTRATION PLAN (Perkins Act section 135 (d))

In the text boxes provided below please describe your administration plan. The description should include:

- a. **Administration Plan for entire CTE Program (include all items that relate to your school)**

Wording Change on question... Same question as Administration Plan – Total CTE

- b. Administration Plan Activities funded by Perkins (Please note that the Perkins funded administration cannot exceed 5 %.)

Wording Change on question... Same question as Administration Plan – Perkins CTE

Perkins Funded Administrative Goals, Activities, and Activity Budgets

Academic Attainment / Credential, Certificate or Degree

(1S1, 1S2, 2P1)

PROGRAMS OF STUDY (Perkins Act Section 134(b) 3, 135 (B) 2; and 135 (b) 1, Section 122 (c) (1))

This next section... Program of Study (POS) Definition: ... is new. It is there for information.

Program of Study (POS) Definition:

A Program of Study is a planned sequence of courses that:

- ◆ integrates high quality core academic knowledge with technical and occupational skills and knowledge in a coordinated, non-duplicative, progression of courses;
- ◆ provides secondary students with an aligned pathway to postsecondary education and career goals;
- ◆ creates partnerships between secondary and postsecondary education;
- ◆ may include opportunities for the secondary student to participate in credit bearing articulated programs (dual, escrow, or enhanced) or other ways to acquire postsecondary education credits; and
- ◆ leads students to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The model for Maine's POS includes Career Clusters, Career Pathways, Program Requirements and Personal Learning Plans.

NOTE: Those schools using Federal Perkins IV funding must comply with the requirement that funds are only spent on Career and Technical programs and students.

Career Clusters

16 Nationally developed groupings of occupations and industries that have similar core elements.

Career Pathways

Career Pathways narrow and specify a broad cluster grouping; they include related occupations that have similar core elements. Each career cluster has 2-7 different career pathways.

Program Requirements

Specific coursework determined by a school that guides students through a secondary to postsecondary career pathway.

Personal Learning Plan (PLP)

An individualized program of study guided by the schools' program requirements, grades 9-16+

In the text boxes provided below and on the pages which follow, please provide the following information:

- a. In the text boxes below – copy and paste your actual Program of Study document which meets the Perkins IV requirement. If you have more than one Program of Study include one completed document and then identify, by list, each Program of Study available at your school. (You must also send (either by mail or email) a copy of every Program of Study available at your school.) Programs of Study include coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

Insert a copy of an actual Program of Study document:

List all Programs of Study available at your school: (Copies of all available Programs of Study must be submitted to MDOE either in hard copy by mail or electronically as an email attachment. Send copies to Nigel Norton, Maine Department of Education, State House Station #23, Augusta, Maine 04333 Nigel.Norton@maine.gov)

- b. What specific programs of study are you planning for/working towards this year? (You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs are required for accountability purposes.)

From: Programs of Study #5

Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

- c. Which academics are integrated with CTE programs? (This may include sending school information)

From: Programs of Study #3

- d. How are these academics integrated into both the academic and career and technical education components of your CTE educational programs and Programs of Study? What academic integration strategies will be employed to strengthen the rigor of the academics in these CTE programs?

Guidance Requirement: includes coherent and rigorous content aligned with challenging academic standards and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education.

(You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs are

required for accountability purposes.)

Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

e. What strategies/activities will be used to ensure learning in the core academic areas? (Section 134-1A&B) (such as tutoring and teaching methodologies)

From: Programs Improvement #2

f. What strategies will be used to encourage career and technical education students to enroll in rigorous and challenging core academic subjects?

From: Programs Improvement #5

g. What strategies/activities will be employed to ensure that students in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as all other students?

From: Programs Improvement #4

h. What is your school doing to increase and improve literacy and numeracy in reading/language arts, math, science and technology? (Such as: mentor training, literacy and numeracy workshops, Promising Practices initiatives and Leadership training.)

(You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs are required for accountability purposes.)

Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

CURRICULUM DEVELOPMENT (Section 134-4)

In the text box below describe school-wide or specific program curriculum improvement effort and plans.

From: Program Improvement C – Curriculum Development

Curriculum Development: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

Describe how the program instructors work with administration to cooperatively develop/review CTE curriculum/programs, develop instruction delivery plans and assess student performance. (Such as partnering in high school reform.)

From: Programs of Study #2

Question a: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

Placement

(5S1, 4P1)

Comes from Secondary/Post-Secondary Articulation

1. **SECONDARY/POST-SECONDARY ARTICULATION** (Section 135-2)

Articulation is a planned process linking career and technical secondary education to postsecondary education to help students make a seamless transition from one level of instruction to another level. It is intended to maximize resources and minimize content duplication for the student. Typically, articulation is used for students who have mastered technical competencies in a career and technical education center program. These competencies are comparable to, or acceptable in lieu of specific course requirements at a postsecondary institution. As defined in the Perkins Act, Articulation Agreements between career and technical centers and postsecondary institutions enable students to earn college credit. Articulation Agreements may lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Articulation Agreements must be signed written agreements and be approved annually by the administrators of the educational institutions, the agreement must be signed by the instructors at the secondary and postsecondary levels and the administrators at both levels. All requirements for admission by the Community Colleges must be met by the student. Students have up to three years to take advantage of the postsecondary credits and programs of study made available under an Articulation Agreement.

Time limit on articulation agreements, enhanced articulation agreements and programs of study is 3 years

Types of Articulation Agreements

1. Dual Credit

Dual credit exists when a student is enrolled concurrently in a secondary CTE program, as well as the corresponding Community College course at the same time. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the career and technical center and Community College and students receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual

credit courses are reflected on both the student's high school transcript and on the Community College's permanent record.

2. Escrow Credit

Escrow credits become available when the student completes the secondary CTE program and then requests the Community College credit, once they are matriculated and have completed the Community College requirements to complete the articulation. Matriculated students are awarded college credit for the articulated course(s) following successful completion of a college's identified number of credit hours taken at the college. The escrow credit program is a formal, written agreement that identifies courses or sequence of courses at a career and technical center which successful completion assures the Community College that the student has the necessary background, instruction and preparation to enable the student to progress to the next level of instruction at the Community College. These escrow credits are applied to a degree, but do not carry quality points. They are listed on a transcript as P for passed.

The following table illustrates the timelines for implementation:

| % OF PROGRAMS THAT MUST BE ARTICULATED | IMPLEMENTATION DATE |
|---|----------------------------|
| 10% | July 1, 2009 |
| 20% | July 1, 2010 |
| 30% | July 1, 2011 |
| 40% | July 1, 2012 |
| 50% | July 1, 2013 |

Enhanced Articulation

Enhanced articulation is an articulation that is a systematically planned process linking a secondary CTE school program to a postsecondary CTE system program. Unlike the Articulation Agreement which can be institution to institution, the Enhanced Articulation Agreement is secondary CTE school to postsecondary CTE system. The postsecondary articulation will cross all Community Colleges which offer the like CTE program. The secondary programs will have to meet the requirements of the Community Colleges system wide articulation to qualify. All requirements for admission by the Community Colleges must be met by the student. It is intended to allow secondary CTE students in any part of the State to smoothly transition to postsecondary education within the State Community College system. Enhanced Articulation Agreements may lead to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree. Enhanced Articulation is used for students who have mastered technical competencies in a secondary CTE system program. These competencies are comparable to or acceptable in lieu of specific course requirements in the Maine Community College system. Enhanced Articulation Agreements between secondary career and technical programs and postsecondary institutions must allow students to earn a minimum of 3 college credits. By July 1, 2009, one Enhanced Articulation Agreement must be in place. All secondary and postsecondary eligible recipients that offer the program chosen for enhanced articulation must participate. Enhanced Articulation Agreements must have a signed written agreement and be approved by the administrators of the educational institutions, these agreements will be signed by the instructors at the secondary and postsecondary levels and the administrators at both levels. Students have up to three years to take advantage of the postsecondary credits and programs of study made available under an Enhanced Articulation Agreement.

The State requires a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping and reporting of Articulation, Enhanced Articulation and Program of Study Agreements.

In the text box provided below, please:

1. Describe the articulation agreement process in your school. Who are the approvers of these agreements at the secondary level and postsecondary level?

From: Secondary/Post-secondary Articulation #1

2. What benefits/advantages are available to the students as a result of the secondary/postsecondary linkage? (please check)

- Dual Enrollment Credit
- Escrow credit
- Enhanced articulation with state wide transferability at the postsecondary Community College System
- Other:

From: Secondary/Post-secondary Articulation #2

3. What specific articulation agreements are you working towards this year? (You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs are required for accountability purposes.)

From: Secondary/Post-secondary Articulation #3

Question #3: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

4. What position is responsible for the facilitation, record keeping and reporting of articulation, enhanced articulation, and program of study agreements? Please list the person's name that currently holds that position, as well as his/her contact information.

From: Secondary/Post-secondary Articulation #4

Position:

Name:

Phone:

E-mail:

Address:

5. What Enhanced Articulation projects are you working towards this year? (You MUST include a

goal and activity for this question even if no Perkins funds are used as PPRs are required for accountability purposes.)

From: Secondary/Post-secondary Articulation #5

Question #4: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

- 6. In the table below, please list all programs in your school which are linked to a secondary institution with an articulation agreement. Please also indicate if the completion of this program leads to an industry recognized credential at the secondary or post-secondary level

From: Secondary/Post-secondary Articulation #6 – Table is the same

| Secondary Institution Linked to | Type Of Linkage | Industry recognized credential at secondary level? | List credential granted | Does this program qualify as a "program of study" as defined in the "program of study" section? |
|---------------------------------|-----------------|--|-------------------------|---|
| | | | | |

- 2. It is now a State of Maine, Perkins IV requirement for grantees to consult with MDOL each year to discuss available pre-apprenticeship (secondary) or apprenticeship (postsecondary) opportunities. This information must be shared with CTE students. In the textbox below describe how you will meet this requirement.

(You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs are required for accountability purposes. Your PPR for this activity will need to include the name and title of your MDOL contact and your method(s) of sharing this information with CTE students.)

Question #4: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

- 3. Describe program enhancements which foster relationships with Business and Industry: (Such as internships, guest speakers and job fairs.)
- 4. What strategies will be used to provide students with strong experience and understanding of "all aspects of the industry" which may include work-based learning experiences? Definition in library (Section 134-3C and 135-3)

From: Program Improvement #7

- 5. Describe the career guidance and academic counseling students receive to enter employment, the

military or to transfer to higher education.

From: Program Improvement #10

Services for Special Populations

(Maine State Performance Measure – Special Populations)

This entire section is the same as Services for Special Populations

SERVICES FOR SPECIAL POPULATIONS:

In the text boxes provided below please describe how you will address the needs of special populations. Make sure you address each of the five categories. The notes listed below each numbered box are only guidelines and not an all-inclusive list of what is required.

These sections need to be completed even if funded by non-Perkins funds.

- A. *Definition (excerpted from Perkins Act 2006).-the term 'special populations' means-*
- a. *individuals with disabilities;*
 - b. *individuals from economically disadvantaged families, including foster children;*
 - c. *individuals preparing for nontraditional fields;*
 - d. *single parents, including single pregnant women;*
 - e. *displaced homemakers; and*
 - f. *individuals with limited English proficiency.*

(Each of these populations will need to be addressed with the exception of (C)- Nontraditional has a separate section)

- B. *PLEASE NOTE: Perkins has changed Special Populations from a "permissive" to "required" use of funds under section 135. The special populations activity/project section is now a required section according to the Perkins Act. All activities will need to be addressed but local funds can be used for compliance.*

- C. *Sections 134 and Section 135 are displayed in the Reference Library with applicable special population and nontraditional program information highlighted.*

1. Review career and technical education programs, and identify and adopt strategies to overcome barriers that result in lowering rates of access to or lowering success in the programs for special populations (Section 134-8A)
 - a. Describe how you enroll, assess and monitor the students' needs
Instructional methods and modifications (definition (A), (B) and (F))
 - b. Equipment Adaptations
Support Services

- c. Outreach Efforts
 - d. Examples of any "best practices" in individualized instruction.
2. Describe services and programs that are designed to enable the special populations to meet the local adjusted accountability levels of performance required by Perkins. (You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs are required for accountability purposes.)

Question #2: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

3. A complete and detailed description of courses of study, programs, activities and services to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency or further education. (Section 134-8C and 135-9)

Question #3: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

4. A description of how you plan to comply with Maine "State Standards of Service for Special Populations" (Section 134-8B)

This section should also include information on developing and implementing evaluations of the career and technical education programs carried out with funds under this title, including an assessment of how the needs of special populations are being met. Excerpts from the "State Standards" are included under Special Populations Guidance in the Reference Library.

5. A description of how you will assure that individuals who are members of special populations will not be discriminated against on the basis of their special population status: (Section 134-9)

The outline below is a partial list of what you can include in this section.

- a. *Provide an example of your Notice of Non-Discrimination that should be featured on all written documents that go to the public including your website.*
- b. *Provide information and a listing of what policies related to civil rights your school has featured in the student handbook to include harassment, discrimination, and diversity, bullying and hazing policies along with grievance procedures. If the handbook is on the web then list the address.*
- c. *Feature examples of training performed with students and staff.*
- d. *List any exemplary community or outreach efforts in the areas of student cooperation, climate*

and civil rights.

Question #5: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

6. A description of the evaluation process for determining how well the needs of Special Populations are being met. (Section 135-6)

Question #6: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

Nontraditional Careers

(6S1, 6S2, 5P1, 5P2)

This section is the same as Nontraditional Careers

PREPARATION FOR NONTRADITIONAL CAREERS:

1. In the text box provided below please provide a detailed description of how Perkins funds will be used for nontraditional training and employment: (Section 134-10) (This section will address section (C).

Definition (excerpted from Perkins Act 2006). -the term 'special populations' means-

- a. individuals with disabilities;*
- b. individuals from economically disadvantaged families, including foster children;*
- c. individuals preparing for non-traditional fields;*
- d. single parents, including single pregnant women;*
- e. displaced homemakers; and*
- f. individuals with limited English proficiency.*

Question #1: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

2. If no Perkins funds are to be used then provide a description of the strategies employed to increase nontraditional career opportunity awareness and enrollment:

Completion/Graduation/School Retention and Transfer (3S1, 4S1, 4P1)

- A. CTE Student Organizations (Skills USA, DECA, HOSA, FFA, etc.) (Perkins 134b"(11)) (See Guidance in library)

From: Other #A

Part A: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

- B. What strategies /activities will be used to improve CTE program retention and transfer? (Such as 9-12 secondary CTE programs and Community College – 4-year college articulations.)

From: Program Improvement #11

Part B: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

- C. What strategies/activities will be used to remedy any program deficits identified through local assessment of students?

From: Program Improvement #1

- D. Describe the "size, scope, and quality" of program improvement projects and explain how these projects support continuous improvement in the quality of career and technical education. Definition in library (Section 134-6 and 135-8)

From: Program Improvement # 8

EXISTING PROGRAM DEVELOPMENT/ENHANCEMENT(Section 135-4,7)

This section (a., b., and c.) is from: Program Improvement #G

In the text box below describe developments occurring in existing programs and enhancements that have been made to update current programs.

a. How will funds be used to improve/enhance the existing programs?

Enhancement Part A: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

b. How will you initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology?

Enhancement Part B: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

c. Where are these programs in relation to becoming a program of study?

Enhancement Part C: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

NEW PROGRAM DEVELOPMENT

This section (a. – i.) is from: Program Improvement #D – highlighted items have new wording

In the text box provided describe any new programs being developed.

- a. What new programs are you thinking of developing and why?
- b. What new programs are you about to apply for and why?
- c. Where are you in the process for development and application for program approval?
- d. When do you hope to enroll students in this program?
- e. How will these new CTE programs enhance your school?
- f. What current technologies will be included in the curriculum?
- g. How will these new programs articulate from secondary to 2 and 4-year colleges?
- h. Describe process to assure this program is a Perkins IV Program of Study.
- i. Projected enrollment?

New Program Development: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

2. NEW PROGRAM IMPLEMENTATION

This section is from: Program Improvement #E

- a. What new program(s) are you going to provide for students in the application year?
- b. How will funds be used to implement the new career and technical education program(s)/course(s)?
 - a. Issues/concerns
 - b. Aspects to celebrate
 - c. Projected enrollment
 - d. Has the program(s) received approval?

New Program Implementation: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

3. ONE -YEAR OLD PROGRAM UPDATE

This section is from: Program Improvement #F

In the text box provided describe the programs implemented in the previous year.

- a. How will funds be used to improve the new career and technical education program(s)/course(s)?
 - i. Issues/concerns
 - ii. Aspects to celebrate
 - iii. Enrollments per section last year
 - iv. Projected enrollment in the year you applied for approval
 - v. Describe articulation/dual enrollment opportunities for secondary and 4-year colleges.

One -Year Old Program Update: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

Collaboration Plan:

(Maine State Performance Measure – Collaboration)

In the text boxes provided below please describe the elements of your collaboration plan. Be sure this plan is current and viable (Section 134 "(5)) (Documentation of collaboration efforts should be kept on file.)

- A. Describe how parents, students, academic and career and technical education teachers, faculty, administrators, career guidance and academic counselors, representatives of tech prep consortia (if applicable), representatives of the entities participating in activities described in section 117 of Public Law 105-220 (if applicable Refers to Local Workforce Investment Boards), representatives of business (including small business) and industry, labor organizations, representatives of special populations, and other interested individuals are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title. (Section 134 (5))

From: Participation Plan A

Part A: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

- B. Describe how such individuals and entities are effectively informed about, and assisted in

understanding, the requirements of this title, including career and technical programs of study; (Section 134 (5))

From: Participation Plan B

- C. Describe how you have involved your Local Workforce Investment Board (WIA)?
Postsecondary career and technical education programs assisted under Perkins IV are mandatory partners in the one-stop career center delivery system established by WIA. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners as you plan for the participation of postsecondary career and technical programs in your State's one-stop career center delivery system.

From: Coordination Plan

- D. Describe your collaboration with other State and Federal agencies that assures a non-duplication of services for CTE students.
- E. Please describe the documentation trail for the above requirements. These documents may be requested from the MDOE.

From Participation Plan E

Evaluation

(Maine State Performance Measure – Evaluation)

EVALUATION: (Section 134-7 and 135-6)

In the text boxes provided below please describe how the recipient will ensure independent evaluation of career and technical programs

- A. Who evaluates your programs?

From: Evaluation A

Part C: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

- B. How often do you internally (within your school) review programs and what local evaluation tool do you use? (A common evaluation tool must be used across all programs at your school.)

(You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs are required for accountability purposes.)

Part C: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

C. How often do you externally review programs and what criteria do you use?

D. Please indicate which required school wide review process you use, CIHE (postsecondary), NEASC, or the MDOE Comprehensive School Review for your required school reviews? (Secondary note – if you use the MDOE Comprehensive School Review process you MUST provide two teachers to staff the review team for other schools.)

From: Evaluation D

E. How do you know if your programs meet the needs of employees and are current with technological changes?

From: Evaluation E

F. What is your process for updating, suspending, canceling and replacing programs?

From: Evaluation F

G. Describe the assessment that determines that the needs of special populations are being met.

From: Evaluation G

H. Describe the involvement of your Program Advisory Committees (PACs) and how these committees are used to improve programs. Please address each of the following requirements

As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
 - Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
 - Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
 - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
 - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments.
- You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs

are required for accountability purposes.)

Part C: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

SKILL ATTAINMENT

(2S1, 1P1)

1. What strategies will be used to ensure learning and skill attainment in the career and technical education programs?

From: Program Improvement #3

2. What strategies will be used to ensure that CTE students meet the skill assessment standards?

3. How will you ensure that students have adequate skills to enter employment, postsecondary or the military? (Section 134-11)

From: Program Improvement #9

4. What strategies will be used to ensure that CTE programs (programs both currently in place and new programs) acquire the needed equipment to remain current with industry?

5. Describe activities your school is engaged in to assure CTE programs meet the skill assessment requirements of the Perkins IV Act. (Such as Nationally Recognized Technical Skill Certification and Standards, State Licensures and other third-party assessments.) (You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs are required for accountability purposes.)

Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

TECHNOLOGY IMPROVEMENT (Section 135-4)

This section is from Program Improvement B – Technology Improvement

In the text boxes below describe how you will develop, improve, or expand the use of technology in career and technical education, which may include:

- a. Training of career and technical education teachers, faculty, and administrators to use technology which may include distance learning;
- b. Providing career and technical education students with the academic and career and technical skills (including numeracy and science knowledge that provides a strong basis for such skills) that lead to entry in the technology fields; or
- c. Encouraging your school to collaborate with technology industries to offer voluntary internships and mentoring programs, including programs that improve numeracy and science knowledge of students.
- d. other

Technology Improvement: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

Professional Development Plans

(Maine State Performance Measure – Professional Development)

PROFESSIONAL DEVELOPMENT PLANS: (Section 134-B-4 and 135-5A to 5D) (134 b (12))

In the text boxes provided describe comprehensive professional development goals and planned activities for career and technical education faculty and staff in the coming program year. Activities must promote the integration of coherent and rigorous content aligned with challenging academic standards and relevant career and technical education.

Describe:

1. In service and pre service training for CTE staff on:

- a. Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable (such as numeracy and literacy)
- b. Effective teaching skills based on research that include promising practices

- c. Effective use of scientifically based research and data to improve instruction
- d. **Effective training on technical skill assessment**

Question #1: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

2. Support of education programs for teachers of career and technical education and other public school personnel involved in the direct delivery of educational services to career and technical education students to ensure that CTE teachers and other personnel stay current with all aspects of the industry (You MUST include a goal and activity for this question even if no Perkins funds are used as PPRs are required for accountability purposes.)

From: Professional Development #2

Question #2: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

3. Internship programs for faculty that provide relevant business experience

From: Professional Development #3

Question #3: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

4. Programs designed to train CTE teachers specifically in the effective use and application of technology to improve instruction

From: Professional Development #4

Question #4: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

5. The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors for CTE students, including individuals in groups underrepresented in the teaching profession

From: Professional Development #5

Question #5: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

6. The transition of CTE personnel to teaching from business and industry.

From: Professional Development #6

Question #6: Goals, Activities, and Activity Budgets

(No Goals, Activities, and Activity Budgets are setup for this question.)

Accountability

(Maine State Performance Measure – Accountability)

ACCOUNTABILITY (Section 134-b-2) (section 113)

This section (1-3) is from Accountability

In the text boxes below please:

1. Ensure that all programs meet the requirements of the "Core Measures and Standards" (Section 134-b-2)
2. Local negotiations plans- agreed upon performance levels
3. Indicate agreement on local performance levels for the core indicators required in CAR. If you do not accept the State percentages, please indicate here and provide documentation of State approval

Abridged Planning Instructions for the Carl D. Perkins Grant FY09 (for funds allocated for July 1, 2008)

July 1, 2008 marks the beginning of the five year Perkins IV (P.L. 109-270) plan. The State Board signed the Perkins IV 5 year plan in March and the plan will be submitted to the federal Office of Vocational and Adult Education no later than April 1, 2008. We are now waiting for the feds to notify us as to the amount of Perkins funds available to each state. Until we have the final allocation we are sending the secondary schools (See attachment) and MCCA has sent the postsecondary schools a draft allocation based on last year's funds. **This is an estimate!** The Perkins State breakout will remain the same, 50% to secondary and 50% to postsecondary CTE schools. Administration at the local level remains at 5%. (Administration at the postsecondary level is spent at the System level. There are no local Perkins administration funds for the colleges of the MCCA.) Perkins funding was decreased this year by 1.6 percent to Maine. (1.7% nationwide)

We were required to use the numbers from the FY05 census report. The change in the census years has led to significant increases and decreases in allocations to individual schools. A very slight change in the poverty percentage made a significant change to the allocation per school. To try to alleviate some of the hardship for the schools who experienced a loss in funding we have added a substantial amount to the carryover figure for this year only. The carryover must follow the same formula and so does not eliminate the differences but will hopefully help those who suffered the greatest reduction. This will allow you to have somewhat of a transition to the lower funding.

I have attached the information concerning formula distribution.

Secondary Level Formula

The funds will be distributed to the local eligible recipients at the secondary level by the formula described in the Act:

- 30% of the funds will be distributed to the 26 sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in the school districts of the sending schools of each site; and
 - 70% of the funds allocated among the sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in poverty in the school districts of the sending schools of each site.
- www.census.gov/hhes/www/saife/district.html.

The online grant will be open for FY09 on **April 18, 2008**. We will not have received the final figures from the federal DOE so we will use the estimated figures and update if we need to when the new figures come in. **PLEASE UNDERSTAND THESE FIGURES ARE ESTIMATES.** The grant will open up to FY09. To access the FY08 for yearend requirements you will need to click on the FY08 link in the top blue link bar.

I have attached the draft timeline for the Perkins grant. We understand this timeline is extremely tight. We had no control over the federal timing but we still know this will be difficult to meet.

Unfortunately if you do not have your grant approved by July 1, 2008 you cannot spend the grant funds. In the past you could use local dollars and reimburse them with the grant funds when the grant was approved. The federal guidance we have received at several conferences has informed us that this is no longer going to be allowed.

The program year runs from July 1 through June 30. All funds must be expended or encumbered by purchase order and/or contract by June 30. At the end of the program year, grant funds must be accounted for in detail on separate forms available on the online grant system. These forms must be completed and submitted by June 30. All unexpended balances must be returned to MDOE.

No funds for the new fiscal year will be released until all previous progress and year-end reports have been filed and approved and any unexpended balances returned.

A full set of planning instructions will be forwarded to each CTE director as soon as possible.

There are some significant changes from the Perkins III to the Perkins IV grant, some of the more substantial are highlighted below:

- **Technical skills assessments required**
 - Under the direction and guidance of CTE school directors, instructors and directors are examining nationally recognized skills standards and may adopt the standards and the student assessment of those standards. Some of the CTE programs are currently nationally certified to teach to national standards, and use the industry recognized national assessments to determine skill attainment.
 - Research and discuss secondary program specific Nationally Recognized Technical Skill (NRTS) standards and certification
 - Identify the National and State defined skills standards in both secondary and postsecondary CTE program areas
 - Certify teachers and programs to teach national skill standards
 - Research/develop/adopt secondary and postsecondary technical skills assessment
 - Develop and implement a plan to meet the federally recognized assessment standards for both secondary and postsecondary CTE education

- **National skill accountability pertaining to standards and assessments, defined**

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process
 - A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
- Maine's Comprehensive School Review process for career and technical programs
 - The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

- The local Program Advisory Committee program review.
 - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
 - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.
- **Mandatory program advisory responsibilities**
 - PAC meets at least annually
 - Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
 - Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
 - Review current program assessments to ensure that the technical skills required for the program are assessed and have a third party endorsement.
 - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
 - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.
- **Common evaluation tool**
 - Maine Department of Education will require that each school develop a program evaluation tool to review all CTE programs within the local school on an annual basis.
- **Exploratory Programs**
 - Maine will research the possibility of offering exploratory CTE programs. Interest has been expressed by several schools to offer exploratory programs as part of a sequence of courses. An exploratory CTE program is a CTE program that offers a student a chance to look at several different CTE programs. This exploratory program then becomes a component of a sequence of courses of the related specific CTE programs that are offered for exploration.
- **School review- staff contribution by participating Maine review schools**
 - Schools that choose to be reviewed using the Maine Department of Education Comprehensive School Review (CSR) process are required to provide a pre-determined percentage of staff per year to participate in the review of other CTE schools. In order to receive Perkins IV funds schools must participate in either a NEASC review or CSR.
- **Apprenticeship**
 - Secondary-Expand pre-apprenticeship opportunities
 - Require that each secondary CTE school make students aware of Pre-apprenticeship opportunities
 - Require that each CTE school have contact with MDOL Pre-apprenticeship program representative each school year
 - Postsecondary- expand apprenticeship opportunities
 - Require that each Postsecondary CTE school make students aware of apprenticeship opportunities
 - Require that each Postsecondary CTE school have contact with MDOL apprenticeship program representative each school year
- **Programs of Study**
 - Perkins legislation now requires that each Local Recipient develop and implement at least one Program of Study. A program of study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge. Programs of study lead to an industry recognized credential or certificate at the secondary or postsecondary level, or a postsecondary associate or

baccalaureate degree. Programs of study should be developed in partnership with secondary schools, postsecondary schools, employers, industry groups and other stakeholders to create curriculum and to support academic, technical and workplace standards. A program of study may include articulation, but it is not required. At the secondary level, academic rigor is ensured through the connections to Maine Learning Results (MLR) and No Child Left Behind (NCLB) accountability measures. Each secondary and postsecondary institution is required to have 1 program of study by July 1, 2008.

Appendix K
Maine State Standards of Service for Students Who
are Members of Special Populations

MAINE STATE STANDARDS OF SERVICE FOR STUDENTS WHO ARE MEMBERS OF SPECIAL POPULATIONS (revised April 2007)

Introduction

Three basic themes constitute key conceptual underpinnings of the Carl D. Perkins Career and Technical Education Act of 2006 (Public Law 109-270):

- Quality career and technical education offerings;
- Increased emphasis on high wage, high skill and high demand positions for students with special needs; and
- Improved accountability for program outcomes and impact.

Maine will continue to honor and refine the State Standards of Service for Students with Special Needs originally developed in compliance with Section 118 in Perkins II.

The following document therefore sets forth a comprehensive set of measures of access and standards of service for students who are members of populations with special needs. These measures and standards were originally based on the language of Section 118 and on other relevant passages in Perkins II and have been revised and updated in conformity with new provisions in Perkins IV, and designed for use by local recipients in the development, monitoring, and evaluation of Perkins-funded programs.

This revised (Perkins IV-compliant) edition of the State Standards of Service will be applied to the Planning Instructions for Local Applications for Assistance under Perkins IV. Since Perkins III, the Maine Department of Education's Career and Technical Education Team has instituted a complete automated web-based reporting system which for all of the Perkins reporting functions from the local educational agencies including the sections on special populations and non-traditional students.

The various specific standards of service are grouped under five general headings:

1. Equal Access;
2. Services for Students With Disabilities;
3. Services for Disadvantaged Students;
4. Services for Students Preparing for Nontraditional Training & Employment; and
5. Planning, Monitoring, and Evaluation.

1. EQUAL ACCESS

Equal access to a full range of quality career and technical education programs, services, and activities must be provided to all secondary and postsecondary students in the State of Maine, including members of special populations and target groups.

Members of special populations and target groups shall not be discriminated against in any way on the basis of their population or group status, or the economic status of their communities.

Members of special populations include:

- individuals with disabilities;
- individuals from economically disadvantaged families, including foster children;

- individuals preparing for nontraditional training and employment;
- single parents, including single pregnant women;
- displaced homemakers; and
- individuals with other barriers to educational achievement, including individuals with limited English proficiency.

Members of State target groups include:

- youth at risk of dropping out of school or becoming unemployed upon graduation, including homeless students;
- school dropouts; and
- individuals in correctional institutions.

A full range of quality career and technical education programs has been defined by the State Board of Education in the Criteria of Program Quality, adopted on December 8, 1993 and revised on April 14, 1999. Included are comprehensive, competency-based, and outcome-oriented specific occupational preparation and technical education programs, apprenticeship preparation and apprenticeship training programs, technical and professional preparation programs, youth apprenticeship/career internship programs, cooperative education, and career preparation programs.

Quality career and technical education services and activities include: affirmative outreach and recruitment; enrollment, assessment, and placement; membership in a career and technical student/youth leadership organization; and comprehensive career guidance and counseling.

Assessment and career guidance, career development, and career counseling services must be provided to students who are members of special populations by professional counselors specializing in services to special populations, with particular emphasis on their prospects for successful program completion and entry into the world of work

Comprehensive information on the educational and employment opportunities represented by career and technical education, and on the requirements and procedures for enrollment, must be made available to all Maine students and their parents no later than the beginning of the ninth grade. The State Department of Education and local educational agencies must ensure that providers offer information and enrollment assistance, in an appropriate and accessible form, to any prospective student of any age.

2. SERVICES FOR STUDENTS WITH DISABILITIES

Each recipient of Federal assistance under the Carl D. Perkins Vocational and Technical Education Act must establish or participate in an area coordinating committee on transition of the disabled, following guidelines established by Maine's Interdepartmental Committee on Transition (ICOT), to oversee and coordinate school-to-work transition and placement services for students with disabilities.

Students with disabilities enrolled in career and technical education shall be afforded all the rights and protections guaranteed under the Maine State Special Education Rules, Chapter 101, the Individuals with Disabilities Education Act (IDEA) and its implementing regulations, Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act (ADA).

Career and technical education programs, services, and activities for students with disabilities must be provided in the least restrictive environment consistent with federal and State laws and regulations and that is appropriate for them in their progress. In addition, a full range of supplementary services must be made available to facilitate enrollment and success of students with disabilities in regular vocational education programs consistent with their Individual Education Plan (IEP), including (paramount to 34.CFR 300.42):

- curriculum modification;
- equipment modification;
- classroom modification;
- special support personnel and services; and
- special instructional aids, devices, and systems.

Special preparation programs will be made available to all students including students with disabilities for whom enrollment in a regular career and technical education program is inconsistent with their Individual Education Plans (IEPs) and their employment plans.

3. SERVICES FOR STUDENTS WITH DISADVANTAGES

Career and technical education programs, services, and activities for economically disadvantaged students, students of limited English proficiency, and students with other barriers to educational achievement should be provided in the most integrated environment possible.

A full range of supplementary services must be made available to facilitate the success of disadvantaged students in regular career and technical education programs, including:

- curriculum modification;
- special support personnel and services;
- special instructional aids, devices, and systems;
- dependent care and transportation; and
- English language instruction.

4. SERVICES TO STUDENTS PREPARING FOR NON-TRADITIONAL TRAINING AND EMPLOYMENT

In common with other programs supported with Federal assistance, the career and technical education community should support societal efforts to move toward gender balance in occupational choice.

Under ideal circumstances, the percentage of students of each gender enrolled in each career and technical education program should approximate the percentage of students of each gender enrolled in its sending schools. Short of that, the percentage of students of each gender enrolled in each career and technical education facility should approximate the percentage of each gender enrolled in its sending schools. In addition, the percentage of students of each gender enrolled in each career and technical education program should approximate the percentage of workers of each gender represented in the labor market.

All career and technical education programs must cooperate fully with the State program to eliminate sex bias and stereotyping in secondary, postsecondary, career and technical education. Any programs exhibiting a gender imbalance greater than 75/25 must be defined as gender-biased. All feasible and appropriate efforts should be made to reduce gender imbalances to the 60/40 level or below in every program.

Toward this end, a full range of support services must be made available to ensure access to all career and technical education programs for both men and women students, and to facilitate the success of students who seek to enter occupations that are nontraditional for their sex and are preparing for nontraditional training and employment.

Included among these support services must be:

- comprehensive career guidance and counseling services directed toward the elimination of sex bias and stereotyping;
- affirmative outreach and recruitment efforts;

- support systems for students entering nontraditional programs and occupations; and
- dependent-care services and transportation.

5. PLANNING, MONITORING AND EVALUATION

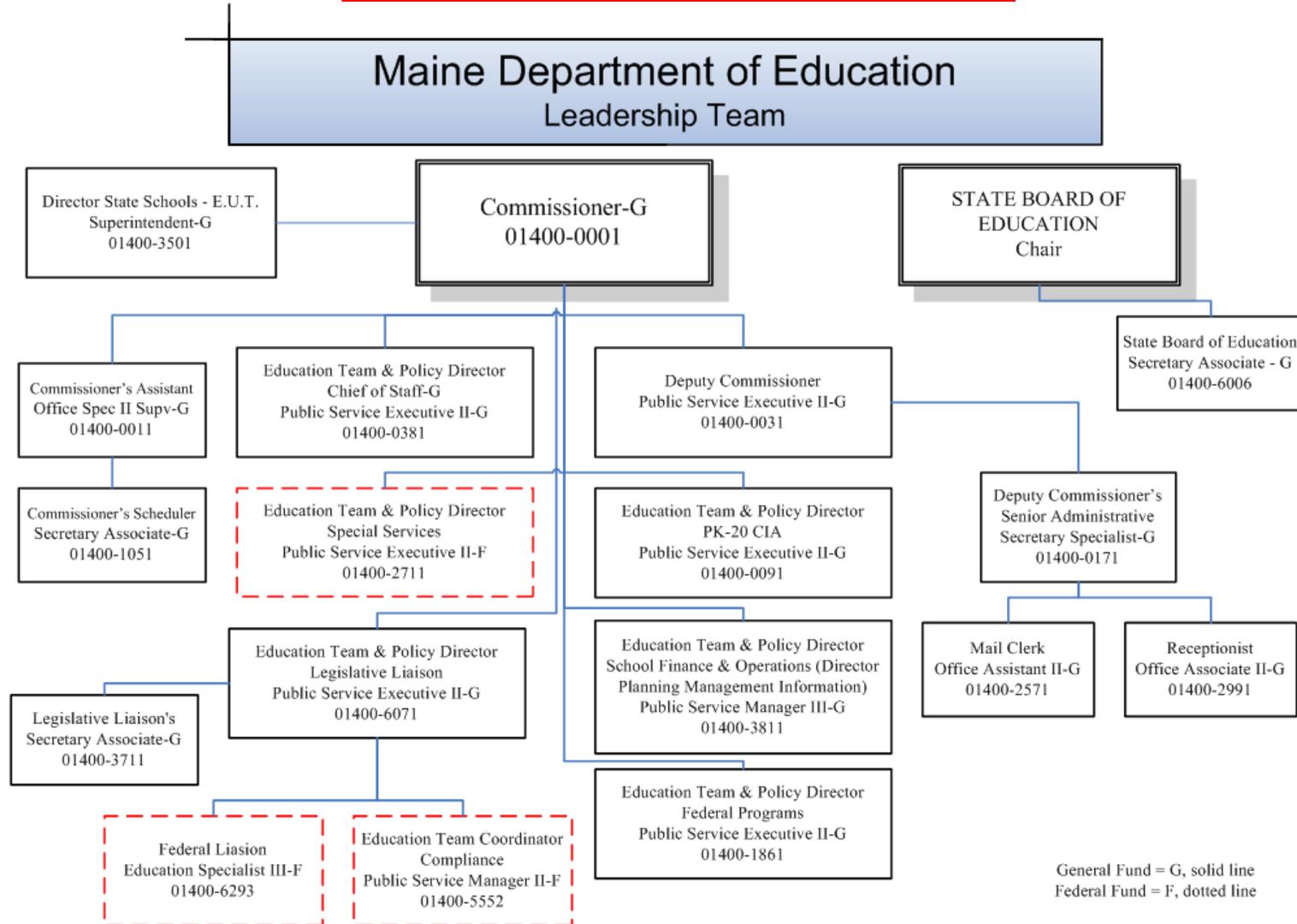
Each local recipient of Federal assistance under the Carl D. Perkins Career and Technical Education Act of 2006 must establish effective avenues (including necessary information and assistance) for the direct involvement of parents, students, teachers, representatives of business and industry, labor organizations, representatives of special populations, and other interested individuals and area residents, in the development, implementation, and evaluation of career and technical education programs.

In cooperation with the Maine Department of Education, eligible recipients must monitor the provision of career and technical education programs, services, and activities to students who are members of special populations, to ensure that all goals and standards of service are being met, including consistency with each student's Individual Education Plan (IEP).

With the full and informed participation of representatives of special populations, all programs must be reviewed:

- to evaluate the progress and success of students who are members of special populations in meeting State levels of performance;
- to identify and adopt strategies to overcome any barriers that result in lowering rates of access to or success in career and technical education for students who are members of special populations; and
- to provide programs that are designed to enable the special populations to meet the local adjusted levels of performance.

Appendix L Organizational Chart

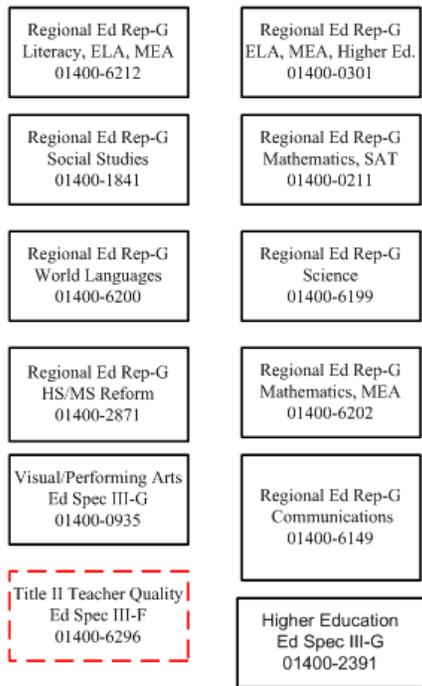


Maine Department of Education

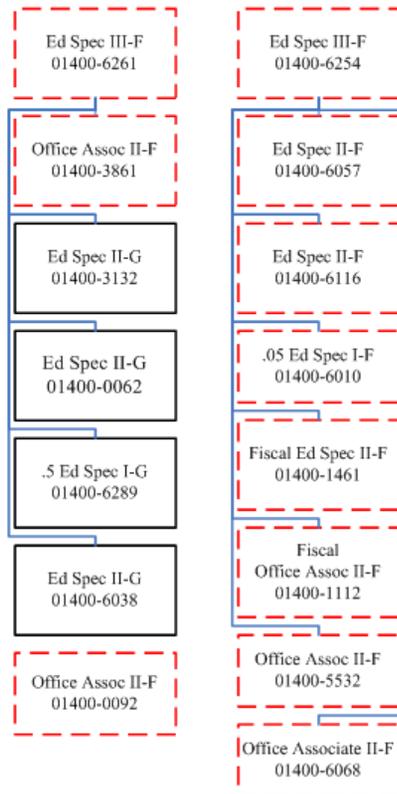
PK-20 Curriculum, Instruction, and Assessment Team

Education Team & Policy Director-G
Public Service Executive II
01400-0091

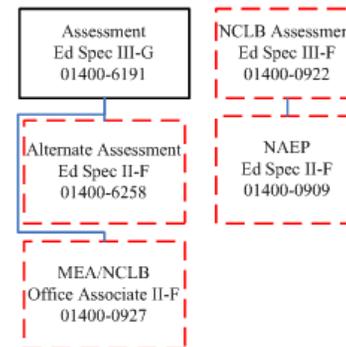
Curriculum, Instruction, & Assessment Educational Representatives



Career & Technical Education



Assessment



Appendix M
Negotiation Plans

Perkins IV

Negotiating Process for State and Local Levels of Performance

C. States Will Reach Negotiated Performance Levels for Accountability Core Measures and Standards with the Secretary.

The Maine DOE, with input from the eligible recipients in the State, shall identify valid and reliable State levels of performance for each of the core indicators required by Section 113 of the Carl D. Perkins Act for CTE activities authorized under this Title. All local levels of performance will be expressed in a percentage or numerical form, so as to be objective, quantifiable, and measurable. These levels of performance will be determined by conducting an analysis of State and national data from a broad variety of sources, including NCLB, the Maine Department of Labor, the National Student Clearinghouse (if possible) and MDOE and MCCS.

The Maine DOE will provide supporting documentation for the performance levels it develops, including

3. A description of the methodology used to arrive at the proposed levels.
4. How these performance levels promote continuous improvement in CTE education as measured by the core indicators.

The Maine DOE will work with the Secretary to develop mutually agreeable levels of performance for the two-year negotiated period. Once the levels of performance are agreed upon, the Maine DOE will include the negotiated levels of performance in its state plan.

Subsequently, the Maine DOE shall identify levels of performance prior to the third and fifth program years covered by the local plan. These levels will take into account how other similar states have performed on their levels and how much Maine's performance has created continuous improvement in CTE education as measured by the core indicators.

If unanticipated circumstances arise in Maine with a resulting significant change in the factors described in clause (vi), the Maine DOE may request that the levels of performance agreed to under clause (iii) or (iv) be revised. The Secretary shall provide objective criteria and methods for making such revisions.

Perkins IV

Negotiating Process for State and Local Levels of Performance

D. Local Performance Levels Negotiation Process

The Maine DOE will provide the State levels of performance to the eligible CTE schools and postsecondary schools in Maine, and each eligible recipient will either accept those performance levels for itself or will negotiate with the Maine DOE (if secondary) or the MCCS Director of State and Federal Programs (if postsecondary) to develop its own local performance levels. All local levels of performance will be expressed as percentages.

For the secondary schools, the Academic Attainment indicator will be determined by Maine's Annual Measurable Objectives (AMOs) from the State ESEA accountability notebook for NCLB. (ESEA, section 1111(b)(2)(G)) These measures are required by NCLB for secondary education, and they will also be required for the Perkins academic accountability.

If an eligible recipient wants to negotiate a change in any other indicator, it shall provide justification for the change, which shall include at a minimum the following information:

4. The rationale for the change from the state levels
5. What methodology the school wants to use to measure the indicator
6. How this change will promote continuous improvement in CTE education as measured by the core indicators

The Maine DOE will review the school's documentation and will negotiate with the school to develop mutually agreeable performance levels.

Once the levels of performance are agreed upon, each eligible recipient will include the negotiated levels of performance in its local plan.

All levels of performance will require the eligible recipient to make continuous progress toward the goal of improving education for CTE students as measured by the core indicators.

Each eligible recipient shall identify levels of performance for each of the first two program years covered by the local plan.

Subsequently, each eligible recipient shall identify levels of performance prior to the third and fifth program years covered by the local plan. These levels will take into account how other similar eligible recipients have performed on their levels and how much the recipient's performance has created continuous improvement in CTE education as measured by the core indicators.

If an eligible recipient has unanticipated circumstances arise with a resulting significant change in the factors described in clause (v) the eligible recipient may request that the local adjusted levels of performance agreed to under clause (iii) or (iv) be revised. The eligible recipient shall use objective criteria and methods for making such revisions.

Appendix N
Formula Distribution to Eligible Recipients

| <u>SECONDARY FUNDS</u> | FY08 TOTAL CENSUS DATA | CARRY OVER | TOTAL FUNDS CENSUS DATA FY2008 |
|--|-----------------------------------|-----------------------|---|
| <i>Augusta</i> | \$142,972 | 5,695 | \$148,667 |
| <i>Bath</i> | \$69,901 | 2,784 | \$72,685 |
| <i>Biddeford</i> | \$98,345 | 3,917 | \$102,262 |
| <i>Bridgton</i> | \$58,938 | 2,348 | \$61,286 |
| <i>Calais</i> | \$35,806 | 1,426 | \$37,232 |
| <i>Caribou</i> | \$35,006 | 1,395 | \$36,401 |
| <i>VanBuran (Caribou Fiscal)</i> | \$9,069 | 361 | \$9,430 |
| <i>Dexter</i> | \$103,994 | 4,142 | \$108,136 |
| <i>Ellsworth</i> | \$89,862 | 3,580 | \$93,442 |
| <i>Farmington</i> | \$76,731 | 3,056 | \$79,787 |
| <i>Lewiston</i> | \$211,700 | 8,431 | \$220,131 |
| <i>Machias</i> | \$51,190 | 2,039 | \$53,229 |
| <i>Portland</i> | \$225,700 | 8,989 | \$234,689 |
| <i>Presque Isle</i> | \$41,041 | 1,635 | \$42,676 |
| <i>Sanford</i> | \$171,854 | 6,845 | \$178,699 |
| <i>Skowhegan</i> | \$94,727 | 3,773 | \$98,500 |
| <i>St. John Valley</i> | \$26,726 | 1,065 | \$27,791 |
| <i>Waterville</i> | \$122,102 | 4,863 | \$126,965 |
| <i>Westbrook</i> | \$136,373 | 5,432 | \$141,805 |
| <i>Region 2</i> | \$47,864 | 1,907 | \$49,771 |
| <i>Region 3</i> | \$50,624 | 2,016 | \$52,640 |
| <i>Region 4</i> | \$164,690 | 6,560 | \$171,250 |
| <i>Region 7</i> | \$63,782 | 2,541 | \$66,323 |
| <i>Region 8</i> | \$81,885 | 3,262 | \$85,147 |
| <i>Region 9</i> | \$53,355 | 2,125 | \$55,480 |
| <i>Region 10</i> | \$70,745 | 2,818 | \$73,563 |
| <i>Region 11</i> | \$50,079 | 1,995 | \$52,074 |
| TOTAL SECONDARY | \$2,385,061 | \$95,000 | \$2,480,061 |
| <u>POST SECONDARY FUNDS</u> | | | |
| <i>Maine TC System</i> | \$2,385,061 | \$95,000 | \$2,480,061 |
| TOTAL TITLE I © | \$4,770,122 | \$190,000 | \$4,960,122 |

Appendix O
Live Work Policy

05-071 DEPARTMENT OF EDUCATION

Chapter 237: “LIVE OR OUTSIDE WORK”

Summary: In order to provide practical experiences to vocational students, it is sometimes necessary to obtain work from outside the school community. The primary goal of the live work process is to enhance the educational offerings of vocational/ technical programs so that students can reach and master the competencies in a specific vocational area. However, schools must not compete unfairly with the private sector.

1. Definition

Live or Outside Work

An actual work situation as opposed to a practice piece. Practice pieces are normally torn down after construction or service. (Example: the building of a structure for use by a person or agency or the repair of an automobile or electrical appliance for use by a consumer is a live work project.)

2. Local Requirements for “Live or Outside Work”

When conducting live work or bringing school-based enterprise projects into the curriculum, schools must work with the local program advisory committees. Schools must obtain support and leadership from the business community to avoid any unreasonable negative impact on private business. Together they should establish a formal process for problem solving and dispute resolution, and develop accountability systems that can measure and evaluate the operation, effectiveness, and business and community roles of these enterprises and activities.

- A. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a program advisory committee with broad representation of business and industry, to include the full range of sizes of the businesses in the area. The majority of members of the program advisory committee must come from the private sector.
- B. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a live work policy in place. An established live work policy will:

1. insure that all expenditures and receipts are thoroughly accounted for
 2. include a local grievance procedure
 3. state that work will be accepted in a manner that will best enhance the present learning objectives of the students
 4. identify in writing who may qualify to request/receive live work products or services
- C. The appropriate program advisory committee and the governing board of the schools must approve each live work policy.
- D. Policies and procedures for administering “live work” must be filed with the Maine Department of Education for its review to assure compliance with this rule. Any amendments to such policies and procedures are also subject to Department of Education review.
- E. Annually the program advisory committees and the governing boards must review the live work policies and send evidence of this review to the Maine Department of Education.
-

STATUTORY AUTHORITY: 20-A MRSA Section 8306-A

EFFECTIVE DATE:
June 21, 1979 (EMERGENCY)

EFFECTIVE DATE OF PERMANENT RULE:
August 30, 1979

EFFECTIVE DATE (ELECTRONIC CONVERSION):
May 19, 1996

AMENDED:
July 18, 1999

Appendix P
Part C Accountability Forms

Part C. Accountability Forms

I. Student Definitions

A. Secondary Level

| |
|--|
| CTE Participant: A secondary student who has completed at least 10% of any career and technical education (CTE) program standard. |
| CTE Concentrator: A secondary student who has completed at least 50% of a single CTE program. |
| CTE Completer: A secondary student who has completed at least 80% of any career and technical education (CTE) program standards. |

B. Postsecondary/Adult Level

| |
|--|
| CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area (both academic and technical skill credits). |
| CTE Concentrator: A postsecondary/adult student who as of Fall term of the measurement year: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. |

PART C

AGREED UPON PERFORMANCE LEVELS

FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)

A. SECONDARY LEVEL

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|---|--|---------------------------------------|---------------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 1S1 Academic Attainment – Reading/Langua ge Arts 113(b)(2)(A)(i) | <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school reading/language arts assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in reading/language arts whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p> | <p>For NCLB, we administer The College Board SAT to all third year high school students in the state, data from the SAT is provided to Measured Progress . Measured Progress sends student level data files to the Maine Department of Education.</p> <p>Students are scored on a four-point scale of proficiency: 1) did not meet proficiency goal, 2) partially met goal, 3) met goal, and 4) exceeded goal.</p> <p>All CTE senior students who meet or exceed the proficiency goal on the SAT taken in their third year of high school are counted in the numerator. All CTE senior students who took the SAT in the third year of high school are in the denominator.</p> | <p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p> | <p>L: 50%</p> <p>A:</p> | <p>L: 41%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|---|--|-------------------------|-------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>1S2 Academic Attainment - Mathematics 113(b)(2)(A)(i)</p> | <p>Numerator: Number of CTE concentrators who have met the proficient or advanced level on the Statewide high school mathematics assessment administered by the State under Section 1111(b)(3) of the Elementary and Secondary Education Act (ESEA) as amended by the No Child Left Behind Act based on the scores that were included in the State’s computation of adequate yearly progress (AYP) and who, in the reporting year, left secondary education.</p> <p>Denominator: Number of CTE concentrators who took the ESEA assessments in mathematics whose scores were included in the State’s computation of AYP and who, in the reporting year, left secondary education.</p> | <p>For NCLB, we administer The College Board SAT to all third year high school students in the state, data from the SAT is provided to Measured Progress . All third year students also take the Maine Math Augmentation. The SAT and Math Augmentation data are combined by Measured Progress. Measured Progress sends student level data files to the Maine Department of Education.</p> <p>Students are scored on a four-point scale of proficiency:</p> <ol style="list-style-type: none"> 1) did not meet proficiency goal, 2) partially met goal, 3) met goal, and 4) exceeded goal. <p>All CTE senior students who meet or exceed the proficiency goal on the SAT taken in their third year of high school are counted in the numerator. All CTE senior students who took the SAT in the third year of high school are in the denominator.</p> | <p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p> | <p>L: 20%</p> <p>A:</p> | <p>L: 21%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|---|---|---|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| 2S1 Technical Skill Attainment 113(b)(2)(A)(ii) | <p>Numerator: Number of CTE concentrators who 1) passed a national or third-party technical skill assessments aligned with industry-recognized standards, or 2) completed (at least 80% of the standards guiding the State approved program during the reporting year.</p> <p>Denominator: Number of CTE concentrators who have completed their secondary CTE program and left secondary education during the reporting year.</p> | <p>The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.</p> <p>Should the program not have a National of third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.</p> <p>Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:</p> <ul style="list-style-type: none"> • the CTE program approval process, • Maine’s Comprehensive School Review process for career and technical programs, and • the local Program Advisory Committee program review. | <p>B: 88.17%</p> <p>(2006-07 agreed upon CAR Goal) Based on Students who completed their CTE program</p> | <p>L: 88.5%</p> <p>A:</p> | <p>L: 89.00%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|--|--|----------------------------|----------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>3S1 Secondary School Completion <i>113(b)(2)(A)(iii) (I-III)</i></p> | <p>Numerator: Number of CTE concentrators who earned a regular secondary school diploma, and have left secondary education during the reporting year.</p> <p>Denominator: Number of CTE concentrators who left secondary education during the reporting year.</p> | <p>Sending high schools record diploma information on each of their students in the state's database- MEDMS. The Maine Department of Education determines how many of the students graduated that year.</p> <p>Note: Our reports on 3S1 and 4S1 have been the same in the past. We are now distinguishing between students who receive a diploma and students who graduate according to NCLB. Our baseline numbers are the same, since the source has been the same in the past.</p> | <p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p> | <p>L: 87.95%</p> <p>A:</p> | <p>L: 88.45%</p> <p>A:</p> |
| <p>4S1 Student Graduation Rates <i>113(b)(2)(A)(iv)</i></p> | <p>Numerator: Number of CTE concentrators who, in the reporting year, were included as graduated in the State's computation of its graduation rate as described in Section 1111(b)(2)(C)(vi) of the ESEA.</p> <p>Denominator: Number of CTE concentrators who, in the reporting year, were included in the State's computation of its graduation rate as defined in the State's Consolidated Accountability Plan pursuant to Section 1111(b)(2)(C)(vi) of the ESEA.</p> | <p>Using NCLB, the graduation rate is based on students who graduated in the traditional four years, per Section 1111(b)(2)(C) (vi) of the ESEA. Students who receive diplomas in outside of their cohort are not counted in this measure, although they are counted in 3S1.</p> <p>Note: This measure is now slightly different from 3S1, Secondary School Completion.</p> | <p>B: 87.45%</p> <p>Graduation rate agreed upon goal set 2005-2006 CAR</p> | <p>L: 87%</p> <p>A:</p> | <p>L: 87%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|--|--|---------------------------------------|---------------------------------------|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>5S1 Secondary Placement 113(b)(2)(A)(v)</p> | <p>Numerator: Number of CTE concentrators who completed a secondary CTE program, attained a high school diploma and left secondary education in the reporting year and were placed in postsecondary education or advanced training, in military service, or employment in the second quarter following the program year in which they left secondary education (i.e., unduplicated placement status for CTE investors who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007).</p> <p>Denominator: Number of CTE concentrators who completed a secondary CTE program, obtained a high school diploma and left secondary education during the reporting year.</p> | <ol style="list-style-type: none"> 1) We provide a list of CTE graduates in the reporting year to the Maine Dept. of Labor, which then runs matches with UI and FEDES. 2) The DOL gives us back one number which represents the total number of our graduates who are employed in Maine or in the Federal government. NOTE 1: We do not currently have a way to discover how many of our graduates are employed outside of Maine or the federal government. NOTE 2: The DOL does not give us back information matched with the list we sent them, because they say they are prohibited from giving us that information by federal law. This means we do not have a way to determine which of the names on the list we sent them are employed or in the military, only how many. The result is that we cannot currently de-duplicate the number of students who are in post-secondary education and who are also employed or in the military. See info below on Natl. Student Clearinghouse. 3) We intend to give a list of our graduates to the National Student Clearinghouse so we can determine how many of our graduates are in post-secondary education. At the moment, we do not have a contract with NSC, so we are using a percentage of graduates based on a sample run NSC did for us two years ago. When we have our contract, we will give NSC our list of graduates first, then send the names of whichever students are not in post-secondary information over to the DOL for employment/military matches. This will allow us to avoid duplication. | <p>B: 65.0%</p> <p>(from CAR adjusted level of performance 2006-07, 5% increase over 05-06)</p> | <p>L: 65%</p> <p>A:</p> | <p>L: 65%</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|--|---|--|---|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>6S1 and 6S2 Nontraditional Participation and Completion 113(b)(2)(A)(vi)</p> | <p>6S1: Non-Trad Participation Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>6S2: Non-Trad Completion Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year. Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p> | <p>1) Determine which CTE students are participants (based on participant definition); 2) Compare participants to NAPE Nontrad list to determine students who are enrolled in a program that is nontraditional for their gender; – DENOMINATOR 3) Determine the number of students in step 2 who are the underrepresented gender for the program. – NUMERATOR</p> <p>This data will be collected and reported for both males and females.</p> | <p>B: For non-trad participation: 8.35%</p> <p>For non-trad completion: 11.77%</p> <p>(from CAR adjusted level of performance 2006-07)</p> | <p>L: 5.70% A: Actual level of performance 06-07 5.72%</p> <p>L: 10.20% A: Actual level of performance 06-07 10.20%</p> | <p>L: 5.72% A:</p> <p>L: 10.30% A:</p> |

03/12/08

II. FINAL AGREED UPON PERFORMANCE LEVELS FORM (FAUPL)
 B. POSTSECONDARY/ADULT LEVEL

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|--|---|--|---|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>1P1 Technical Skill Attainment 113(b)(2)(B)(i)</p> <p>P-sec 1P1 (see Notes below)</p> | <p>Numerator: Number of CTE concentrators who COMPLETED a CTE program and received an industry-recognized credential, a certificate, or a degree who</p> <ol style="list-style-type: none"> passed technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, OR received a GPA of 3.0 or better <p>(Note – The Department recognizes that a State may not have technical skill assessments that are aligned with industry-recognized standards in every CTE program area and for every CTE concentrator.)</p> <p>Denominator: Number of CTE concentrators who</p> <ol style="list-style-type: none"> COMPLETED a CTE program and received a recognized credential, a certificate, or a degree and TOOK a technical skill assessment, OR COMPLETED a CTE program and received a recognized credential, a certificate, or a degree. | <ol style="list-style-type: none"> determine what programs have “gold” level assessments; students complete programs and receive a certificate, diploma or degree (e.g. during 2006-2007); allow 1 year for students to complete the assessments and colleges to gather data (students may take assessments more than once during this year); determine which students TOOK the assessment; determine of the students that TOOK the assessment... which ones passed (this is one part of the total); of the students that completed the program and received a certificate, diploma or degree (those in step 2), remove those that TOOK an assessment (those in step 4) – this gives us the remainder of students who either chose not to take an assessment OR no assessment was available; for the students in step 6 we find those who had a GPA of 3.0 or better (this is part two of the total); the results from steps 5 and 7 will be combined to give us the total number of students that completed a program and received a certificate, diploma or degree and reached the determined level of skill attainment (passed an assessment or had a GPA of 3.0 or better). <p>*** 2006-2007 completers will be reported on the December 2008 CARS as students need time to take assessments and colleges need time to receive and report data.</p> | <p>B: None</p> <p>This is a new measure and therefore we have no baseline.</p> | <p>L: 35.00</p> <p>A:</p> | <p>L:35.50</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|--|--|--|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>2P1 Credential, Certificate, or Degree 113(b)(2)(B)(ii)</p> | <p>Numerator: Number of CTE concentrators who left postsecondary education and received an industry-recognized credential, a certificate, or a degree AND did not transfer to another 2 or 4 year postsecondary institution.</p> <p>Denominator: Number of CTE concentrators who left postsecondary education AND did not transfer to another 2 or 4 year postsecondary institution.</p> | <p>State/local administrative records</p> <ol style="list-style-type: none"> determine which students are concentrators (based on concentrator definition); compare fall concentrators of one academic year to fall enrollment of the next academic year to determine the CTE concentrators who left postsecondary education (leavers) e.g. fall 2006 concentrators compared to fall 2007 enrollment– compare leavers to National Student Clearinghouse to determine which students did not transfer; subtract transfers (step 3) from leavers (step 2) – DENOMINATOR; compare students in the denominator (students in step 4) to graduates of the spring following the initial fall concentrator determination in step 2 (e.g. Spring 2007) to determine which concentrator leavers who did not transfer to another 2 or 4 year institution, received an industry-recognized credential, a certificate, or a degree – NUMERATOR. <p>*** NOTE fall 2006 concentrators will be reported on the 2008 CARS as enrollment data for fall 2007 would not be available for comparison until spring 2008.</p> | <p>B: 46.91</p> <p>From 06-07 Perkins III CARS. This measure is slightly different for Perkins IV.</p> | <p>L:47.00</p> <p>A:</p> | <p>L:47.25</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|--|---|---|--|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>3P1 Student Retention or Transfer 113(b)(2)(B)(iii)</p> | <p>Numerator: Number of CTE concentrators who were enrolled in postsecondary education in the previous academic year and who remained enrolled in their original institution or transferred to another 2- or 4-year postsecondary institution (in-state and out-of-state) the following academic year AND did not receive an industry recognized credential, a certificate or degree.</p> <p>Denominator: Number of CTE concentrators who were enrolled in postsecondary education the previous reporting year and who did not earn an industry-recognized credential, a certificate, or a degree.</p> | <p>National/state administrative records</p> <ol style="list-style-type: none"> determine which students are concentrators (based on concentrator definition); compare fall concentrators of one academic year to spring completers to determine the students who did not receive an industry recognized credential, certificate or degree – DENOMINATOR; compare the students in the denominator (step 2) to the fall enrollment of the next academic year to determine the CTE concentrators who remained in postsecondary education (e.g. fall 2006 concentrators compared to fall 2007 enrollment); compare the concentrators from step 2 who are not still enrolled (students in step 2 – students in step 3) to the National Student Clearinghouse to find the students of this group who transferred to another 2 or 4 year postsecondary institution; the combination of students from steps 3 and 4 is the – NUMERATOR <p>*** NOTE fall 2006 concentrators will be reported on the 2008 CARS as enrollment data for fall 2007 would not be available for comparison until spring 2008.</p> | <p>B:58.03</p> <p>From 06-07 Perkins III CARS. This measure is slightly different for Perkins IV.</p> | <p>L:58.25</p> <p>A:</p> | <p>L:58.50</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|---|---|--|---|--|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>4P1 Student Placement 113(b)(2)(B)(iv)</p> | <p>Numerator: Number of CTE concentrators who completed their postsecondary CTE program and received an industry-recognized credential, a certificate or a degree who –</p> <ol style="list-style-type: none"> 1. left postsecondary education; 2. did not transfer to another 2 or 4 year postsecondary institution; AND 3. were placed in employment, or placed in military service or apprenticeship programs in the 2nd quarter following the program year in which they left postsecondary education (i.e., unduplicated placement status for CTE concentrators who graduated by June 30, 2007 would be assessed between October 1, 2007 and December 31, 2007). <p>Denominator: Number of CTE concentrators who left postsecondary education and received an industry-recognized credential, a certificate or a degree AND did not transfer to another 2 or 4 year postsecondary institution.</p> | <p>State administrative records/state developed and locally administered surveys</p> <ol style="list-style-type: none"> 1. determine which students are concentrators (based on concentrator definition); 2. compare fall concentrators of one academic year to fall of the next academic year to determine students who are leavers; 3. compare leavers to National Student Clearinghouse to determine which students did not transfer; 4. subtract transfers (step 3) from leavers (step 2) and compare to spring completers to determine the students who received an industry recognized credential, certificate or degree – DENOMINATOR; 5. compare the students in the denominator to DOL wage records and FEDES in the second quarter after graduation (October to December). - NUMERATOR <p>*** NOTE fall 2007 completers will be reported on the 2008 CARS as enrollment data for fall 2007 would not be available for comparison until spring 2008 and DOL matches for Oct – Dec are not available until March 2008.</p> | <p>B:87.91</p> <p>From 06-07 Perkins III CARS. This measure is different for Perkins IV as it only gives 2 quarters to become employed instead of 1 year.</p> | <p>L:85.00</p> <p>A:</p> | <p>L:85.25</p> <p>A:</p> |

| Column 1 | Column 2 | Column 3 | Column 4 | Column 5 | Column 6 |
|--|---|---|--|--|--|
| Indicator & Citation | Measurement Definition | Measurement Approach | Baseline (Indicate Year) | Year One 7/1/07-6/30/08 | Year Two 7/1/08-6/30/09 |
| <p>5P1 Nontraditional Participation 113(b)(2)(B)(v)</p> <p>Non-Trad in Maine is a difficult measure for us to meet. Our numbers may actually go down and not up as Maine is a very Traditional state.</p> | <p>Numerator: Number of CTE participants from underrepresented gender groups who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE participants who participated in a program that leads to employment in nontraditional fields during the reporting year.</p> | <p>State/local administrative records</p> <ol style="list-style-type: none"> determine which fall CTE students are participants (based on participant definition); compare fall participants to NAPE nontrad list to determine students who are enrolled in a program that is nontraditional for their gender; – DENOMINATOR determine the number of students in step 2 who are the underrepresented gender for the program. (Males in Nursing, Females in Automotive) – NUMERATOR <p>*** NOTE 2007 fall participants would be reported on the December 2008 CARS report.</p> | <p>B:19.96</p> <p>From 06-07 Perkins III CARS. This is new data for us and is slightly different for Perkins IV.</p> | <p>L:19.75</p> <p>A:</p> | <p>L:19.75</p> <p>A:</p> |
| <p>5P2 Nontraditional Completion 113(b)(2)(B)(v)</p> <p>Non-Trad in Maine is a difficult measure for us to meet. Our numbers may actually go down and not up as Maine is a very Traditional state.</p> | <p>Numerator: Number of CTE concentrators from underrepresented gender groups who completed a program that leads to employment in nontraditional fields during the reporting year.</p> <p>Denominator: Number of CTE concentrators who completed a program that leads to employment in nontraditional fields during the reporting year.</p> | <p>State/local administrative records</p> <ol style="list-style-type: none"> determine which students are concentrators (based on concentrator definition) e.g. fall 2006; compare concentrators (step 1) to NAPE nontrad list to determine students who are enrolled in a program that is nontraditional for their gender; identify concentrator students (from step 2) who received a credential, certificate or degree – DENOMINATOR e.g. spring 2007 identify underrepresented gender students for each program from the students in step 2 - NUMERATOR | <p>B:18.16</p> <p>From 06-07 Perkins III CARS. This is new data for us and is slightly different for Perkins IV.</p> | <p>L:18.00</p> <p>A:</p> | <p>L:18.00</p> <p>A:</p> |

Notes for Postsecondary Accountability Measures:

P-sec 1P1 - Where available and appropriate the MCCS will use a State or National end of program skill assessment. When not available or appropriate the MCCS will use a GPA of 3.0 or better. The goal of the MCCS is to implement State or National end of program assessments for every CTE program where they are available and appropriate based on industry standards.

NOTE – Each college of the Maine Community College System (MCCS) is accredited by the New England Association of Schools and Colleges through its Commission Institutions on Higher Education (CIHE). The curriculum for each new program of study must comply with MCCS Policy Section 305 which reflects the accreditation standards of CIHE, and it is reviewed by the MCCS Academic Affairs Council (the chief academic officers of each college), the Presidents Council, and the Educational Policy Committee of the Board of Trustees before being approved by the MCCS Board of Trustees who are appointed by the Governor and affirmed by the Senate.

By MCCS Policy Section 302 the academic programs of each college are assessed for the purpose of assuring "... the highest quality of education and service; to assure that graduates possess the occupational and academic skills required of employers; ...", and the Board of Trustees are apprised annually of the results of this program review using Procedure Section 304 on a schedule that assures that all academic program offerings will be assessed and updated as necessary on a five year cycle.

Appendix Q
Perkins III to Perkins IV Summary

Perkins III to Perkins IV

Carl D. Perkins Career and Technical Education Act of 2006 P.L.109-270

“SEC. 2. PURPOSE.

“The purpose of this Act is to develop more fully the academic and career and technical skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs...”

MAJOR CHANGES IN FEDERAL GRANT REQUIREMENTS

- Programs of Study requirement
- Increased emphasis on articulation
- Increased emphasis on Teacher development
- Increased accountability-NCLB, technical skills
- Increased emphasis on academic and technical integration
- Tech Prep can roll into basic grant
- Adult Ed funding as a recipient unallowable
- Special pops moved from permissive to required uses of funds

STATE GRANT SUBMISSION CHANGES

- Program of Study process defined and required for funding
 - The State of Maine has determined that its programs of study will be planned sequences of courses that integrate high quality core academic knowledge, and are coherent and rigorous in content, aligning challenging academic standards with technical and occupational skills and knowledge to provide secondary CTE students with a pathway to postsecondary CTE education and career goals. Each school will be required to have one Program of Study implemented by year one of the grant.
- Articulation requirements increased and strengthened
 - Required Articulation and enhanced articulation agreements
 - 10% increase each year on articulation agreements
 - 3 enhanced in grant timeframe
- Professional development emphasized
 - Develop and Implement Professional Development on CTE and Academic program Integration
 - Literacy, Numeracy, Revised MLR’s, Collaboration with other federal initiatives
 - Professional Development-technical skill attainment- MDOE and CTE Schools
 - Professional Development-statewide-teacher training-MDOE and CTE schools
 - Teacher Development-retention and recruitment
- NCLB performance indicators used for accountability measures
- Technical skills assessments required
 - Under the direction and guidance of CTE school directors, instructors and directors are examining nationally recognized skills standards and may adopt the standards and the student assessment of those standards. Some of the CTE programs are currently nationally certified to teach to national standards, and use the industry recognized national assessments to determine skill attainment.
 - Research and discuss secondary program specific Nationally Recognized Technical Skill (NRTS) standards and certification

- Identify the National and State defined skills standards in both secondary and postsecondary CTE program areas
 - Certify teachers and programs to teach national skill standards
 - Research/develop/adopt secondary and postsecondary technical skills assessment
 - Develop and implement a plan to meet the federally recognized assessment standards for both secondary and postsecondary CTE education
- **National skill accountability pertaining to standards and assessments, defined**
 Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:
 - The CTE program approval process
 - A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
 - Maine’s Comprehensive School Review process for career and technical programs
 - The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
 - The local Program Advisory Committee program review.
 - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
 - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.
- **Tech Prep funds rolled into the Basic Grant and distributed using the Title I(c) formula**
- **Adult Education funding stream eliminated per requirement of the federal monitoring visit**
- **Special Populations requirements strengthened**
 - All K-12 teachers in Maine must complete a “Teaching Exceptional Students in the Regular Classroom” course as part of the requirements for certification. Maine CTE teachers at each of the regions and centers are included in the Individual Education Plan (IEP) team meetings at the partner sending schools.
 - CTE secondary and postsecondary schools are required to follow the guidance provided in *The Maine State Standards of Service for Students Who Are Members of Special Populations*.
 - Services for special populations are embedded in all of the categories as integrated components, not as stand-alone programs.
- **Mandatory program advisory responsibilities**
 - PAC meets at least annually
 - Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
 - Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
 - Review current program assessments to ensure that the technical skills required for the program are assessed and have a third party endorsement.
 - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).

- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.
- **Common evaluation tool**
 - Maine Department of Education will require that each school develop a program evaluation tool to review all CTE programs within the local school on an annual basis.
- **Exploratory Programs**
 - Maine will research the possibility of offering exploratory CTE programs. Interest has been expressed by several schools to offer exploratory programs as part of a sequence of courses. An exploratory CTE program is a CTE program that offers a student a chance to look at several different CTE programs. This exploratory program then becomes a component of a sequence of courses of the related specific CTE programs that are offered for exploration.
- **School review- staff contribution by participating Maine review schools**
 - Schools that choose to be reviewed using the Maine Department of Education Comprehensive School Review (CSR) process are required to provide a pre-determined percentage of staff per year to participate in the review of other CTE schools. In order to receive Perkins IV funds schools must participate in either a NEASC review or CSR.
- **Apprenticeship**
 - Secondary-Expand pre-apprenticeship opportunities
 - Require that each secondary CTE school make students aware of Pre-apprenticeship opportunities
 - Require that each CTE school have contact with MDOL Pre-apprenticeship program representative each school year
 - Postsecondary- expand apprenticeship opportunities
 - Require that each Postsecondary CTE school make students aware of apprenticeship opportunities
 - Require that each Postsecondary CTE school have contact with MDOL apprenticeship program representative each school year

Timeline for Perkins IV Grant
Carl D. Perkins Career and Technical Education Act of 2006
P.L.109-270

| | |
|----------------------------|---|
| May 2007 | Transition Plan submitted to OVAE |
| October 15, 2007 | Stakeholders' Meeting |
| October – November 2007 | 5-Year plan draft |
| December 6, 2007 | 2 nd Stakeholders' Meeting – review draft |
| December 2007-January 2008 | Draft revisions |
| December | Notices of hearing in <i>Bangor Daily News</i> , <i>Kennebec Journal</i> , <i>Portland Press Herald</i> , and <i>Lewiston Sun-Journal</i> |
| February 1, 2008 | Presentation to the Maine Jobs Council |
| February 8, 2008 | Public Hearing |
| February 13, 2008 | Preliminary Presentation to State Board of Education |
| March 12, 2008 | Final Presentation to State Board of Education State Board Chair sign off |
| April 2008 | Submission of 5-year plan to OVAE |

Budget IV Breakdown

85%-allocated to secondary and postsecondary eligible recipients

- 8.5 reserve-10% of the 85% can be used for targeted initiatives
- 76.5% allocated to grantees by formula
 - 50% secondary
 - 50% postsecondary
- 10% for state leadership activities
 - 1% for Corrections
 - 9% for state leadership expenses
 - \$60,000-\$150,000 for non-trad services
- 5% for administrative costs
 - Required dollar for dollar state administrative match

Perkins IV Eligible Recipients Formulas

Formula Allocations

The split between secondary and postsecondary will continue to be 50%-50%. Maine has elected to combine its tech prep funds with its basic state grant. Under Perkins III, the tech prep funds were given to the Maine Community College System to carry out the activities under Title II. Now that the funds are combined, each system will be responsible for tech prep activities. Since the onus is on both secondary and postsecondary, equally, to improve programs, adopt standards, and develop statewide Articulation Agreements and CTE Program of Study Agreements, it is logical that each would have half the funds to support its activities.

Secondary Level Formula

The funds will be distributed to the local eligible recipients at the secondary level by the formula described in the Act:

- 30% of the funds will be distributed to the 26 sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in the school districts of the sending schools of each site; and
- 70% of the funds allocated among the sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in poverty in the school districts of the sending schools of each site. (*see <http://www.census.gov/housing/saipe/>*)

Postsecondary Level Formula

The funds at the postsecondary level will be distributed to the 7 colleges by formula based on Pell Grant Awards, TANF recipients and U.S. Census data:

- 60% - Pell Awards (reported by colleges)
- 10% - Poverty Status (from U.S. Census)
- 10% - TANF Recipients (from Maine Department of Health and Human Services)
- 10% - Handicapped (from U.S. Census)
- 10% - Minority (from U.S. Census)

Perkins IV Definitions

SEC.3“(14) ELIGIBLE RECIPIENT.

The term ‘eligible recipient’ means—

- “(A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, or a consortium, eligible to receive assistance under section 131; or
- “(B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132

For the state of Maine this definition allows funds to flow to secondary CTE schools and postsecondary Community Colleges per the federal monitoring visit July 2006

Perkins IV Work plan FEDERAL PERFORMANCE MEASURES

Perkins IV Performance measure Academic Attainment - 1S1, 1S2

- Secondary - Literacy Initiatives
 - Mentor training, Literacy workshops, Promising Practices initiative, Leadership training, Technical skill test analysis
- Secondary - Academic Integration –high school reform
- Postsecondary-Academic Integration-current and expand with POS
- Secondary - Numeracy Initiative – partnering with MDOE work across content areas

Perkins IV Performance measure Technical Skill Attainment - 2S1, 1P1

- Equipment acquisition and new program start up- keep Maine CTE current with industry needs
- Secondary - Nationally Recognized Technical Skill (NRTS) certification research
- Secondary-Program specific CTE discussion- Nationally Recognized Technical Skill Standards
- Secondary and postsecondary-research/develop/adopt technical skills assessment
- Secondary and postsecondary-Develop and implement a plan to meet the federally recognized assessment standards

Perkins IV Performance measure School Completion, retention and transfer - 3S1, 3P1

- Methods of Administration site visits
- Articulation/Dual Enrollment (Secondary/Postsecondary) requirement
- Special Population services
- Career and Technical Student Organizations (CTSOs)

Perkins IV Performance measure Graduation Rates, Credential, Certificate or Degree - 4S1, 2P1

- Secondary – Research grade 9-12 programs
- Secondary – Research exploratory programs as part of a career pathway
- Programs of Study secondary to postsecondary
- High school diploma and program completion –CTE a partner in high school redesign

**Perkins IV Performance measure
Placement - 5S1, 4P1**

- Secondary and Postsecondary- continue with current initiatives
- Required Articulation and enhanced articulation agreements
- Stronger ties with Business and Industry
- Explore data collection possibilities
- Secondary-Expand pre-apprenticeship opportunities
- Postsecondary- expand apprenticeship opportunities
- Student Retention

**Perkins IV Performance measure
Nontraditional Placement - 6S1, 6S2, 5P1, 5P2**

- Nontraditional exploratory events
- Postsecondary gender equity and childcare programs
- 8.5% initiatives

STATE PERFORMANCE MEASURES

State of Maine Performance Measure - Business and Industry

- Mandatory Program advisory committee requirements

State of Maine Performance Measure - Evaluation

- Program Evaluation and Improvement
 - Annual program review – at the local level
 - Participation of the PAC
 - Common evaluation instrument for all programs – developed at the local level
 - Comprehensive School Review every 5 years

State of Maine Performance Measure - Professional Development

- Develop and Implement Professional Development on CTE and Academic program Integration Literacy, Numeracy, Revised MLR's, Collaboration with other fed. initiatives, Professional Dev.- technical skill attainment- MDOE and CTE Schools, Professional Development-statewide-teacher training-MDOE and CTE schools

State of Maine Performance Measure - Data Collection

- Data collection, analysis and use-maintain current collection (statewide data collection MDOE)
 - Academic Attainment
 - Graduation rate
 - School completion
 - Placement
 - Nontraditional placement
- Gather data on technical skill attainment
 - MDOE will comply with federal regulations as determined and required
- Collaborate with other agencies to obtain information on high skill, high wage, high demand occupations
 - Information available on an annual basis

- Maine Jobs Council, as the State Workforce Investment Board, will review data from the Center for Workforce Research & Information (CWRI) and generate a targeted list of occupations for the Competitive Skills Scholarship Program (CSSP)
- Maine Department of Labor will make this information available on their website.
- MDOE, local secondary directors and postsecondary staff will attend and participate in State and national conventions to attain information on current or emerging occupational opportunities.

State of Maine Performance Measure - Collaboration

- Secondary collaboration
 - Local grantees will develop procedures to ensure coordination and non-duplication among programs
 - Programs of study, Local Workforce boards. other state and federal agencies
- Postsecondary collaboration
 - Local grantees will develop procedures to ensure coordination and non-duplication among programs
 - Programs of study, Local Workforce boards, Other state and federal agencies
 - Required collaboration with WIA

State of Maine Performance Measure - Accountability

- Negotiated state performance levels with Federal DOE
 - Negotiate the CAR indicators using the actual data figures on the Maine data collection system
 - Increase performance levels using activities in the work plan
- Negotiated local levels with State DOE
 - Develop negotiation process
 - Have locals provide performance measures if different than state agreed upon performance levels

State of Maine Performance Measure - Special Populations

- Special Populations
Description of how grantees implement program strategies for Special Populations including how individuals
 - Will be afforded equal access to all activities.
 - Will not be discriminated against on the basis of their status as members of special populations.
 - Will be provided with programs to meet or exceed State adjusted levels of performance.
 - Will be prepared for further learning and for high-skill, high-wage, or high-demand occupations.
 - How funds will be used to promote preparation for high-skill, high-wage, or high demand and non-traditional fields.

Maine Definitions for Program of Study

Program of Study (POS)

A Program of Study is a planned sequence of courses that:

- ◆ integrates high quality core academic knowledge with technical and occupational skills and knowledge in a coordinated, non-duplicative, progression of courses;
- ◆ provides secondary students with an aligned pathway to postsecondary education and career goals;
- ◆ creates partnerships between secondary and postsecondary education;

- ◆ may include opportunities for the secondary student to participate in credit bearing articulated programs (dual, escrow, or enhanced) or other ways to acquire postsecondary education credits; and
- ◆ leads students to an industry recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree.

The model for Maine's POS includes Career Clusters, Career Pathways, Program Requirements and Personal Learning Plans.

Career and Technical Education

Contact info

- Lora Downing Lora.Downing@maine.gov
 Career and Technical Education
 Maine Department of Education
 State House Station #23
 Augusta, Maine 04333
 207-624-6740-work 207-441-2040-cell
- Margaret Harvey Margaret.Harvey@maine.gov
 Career and Technical Education
 Maine Department of Education
 State House Station #23
 Augusta, Maine 04333
 207-624-6739-work 207-441-2936-cell
- Website www.schoolswork.org

Appendix R
Perkins IV Work Plan

Perkins IV Work Plan

FEDERAL PERFORMANCE MEASURES

Perkins IV Performance measure
Academic Attainment
1S1, 1S2

- *Secondary - Literacy Initiatives*
 - *Mentor training*
 - *Literacy workshops*
 - *Promising Practices initiative*
 - *Leadership training*
 - *Technical skill test analysis*
- *Secondary - Academic Integration –high school reform*
- *Postsecondary-Academic Integration-current and expand with POS*
- *Secondary - Numeracy Initiative – partnering with MDOE work across content areas*

Perkins IV Performance measure
Technical Skill Attainment
2S1, 1P1

- *Equipment acquisition and new program start up- keep Maine CTE current with industry needs*
- *Secondary - Nationally Recognized Technical Skill (NRTS) certification research*
- *Secondary-Program specific CTE discussion- Nationally Recognized Technical Skill Standards*
- *Secondary and postsecondary-research/develop/adopt technical skills assessment*
- *Secondary and postsecondary-Develop and implement a plan to meet the federally recognized assessment standards*

Perkins IV Performance measure
School Completion, retention and transfer
3S1, 3P1

- *Methods of Administration site visits*
- *Articulation/Dual Enrollment (Secondary/Postsecondary) requirement*
- *Special Population services*
- *Career and Technical Student Organizations (CTSOs)*

**Perkins IV Performance measure
Graduation Rates, Credential, Certificate or Degree
4S1, 2P1**

- *Secondary – Research grade 9-12 programs*
- *Secondary – Research exploratory programs as part of a career pathway*
- *Programs of Study secondary to postsecondary*
- *High school diploma and program completion –CTE a partner in high school redesign*

**Perkins IV Performance measure
Placement
5S1, 4P1**

- *Secondary and Postsecondary- continue with current initiatives*
 - *Accuplacer*
 - *Programs of Study*
 - *Apprenticeship*
 - *Internships*
 - *Speakers from Business and Industry*
 - *Student Portfolios*
 - *PSAT for all grade 10 and all grade 11 students*
 - *SAT for all 11th grade students*
- *Required Articulation and enhanced articulation agreements*
- *Stronger ties with Business and Industry*
- *Explore data collection possibilities*
- *Secondary-Expand pre-apprenticeship opportunities*
- *Postsecondary- expand apprenticeship opportunities*

**Perkins IV Performance measure
Nontraditional Placement
6S1, 6S2, 5P1, 5P2**

- *Nontraditional exploratory events*
- *Postsecondary gender equity and childcare programs*
- *8.5% initiatives*

STATE PERFORMANCE MEASURES

State of Maine Performance Measure Business and Industry

- *Mandatory Program advisory committee requirements*
 - PAC meets at least annually- with a suggestion to meet during each semester.
 - Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
 - Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
 - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
 - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

State of Maine Performance Measure Evaluation

- *Program Evaluation and Improvement*
 - *Annual program review – at the local level*
 - *Participation of the PAC*
 - *Common evaluation instrument for all programs – developed at the local level*
 - *Comprehensive School Review every 5 years*

State of Maine Performance Measure Professional Development

- *Develop and Implement Professional Development on CTE and Academic program Integration*
 - *Literacy*
 - *Numeracy*
 - *Revised MLR's*
 - *Collaboration with other federal initiatives*
- *Professional Development-technical skill attainment- MDOE and CTE Schools*
- *Professional Development-statewide-teacher training-MDOE and CTE schools*
- *Teacher Development-retention and recruitment*

State of Maine Performance Measure Data Collection

- *Data collection, analysis and use-maintain current collection (statewide data collection MDOE)*
 - *Academic Attainment*
 - *Graduation rate*
 - *School completion*
 - *Placement*
 - *Nontraditional placement*
- *Gather data on technical skill attainment*
 - *MDOE will comply with federal regulations as determined and required*
- *Collaborate with other agencies to obtain information on high skill, high wage, high demand occupations*
 - *Information available on an annual basis*
 - *Maine Jobs Council, as the State Workforce Investment Board, will review data from the Center for Workforce Research & Information (CWRI) and generate a targeted list of occupations for the Competitive Skills Scholarship Program (CSSP)*
 - *Maine Department of Labor will make this information available on their website.*
 - *MDOE, local secondary directors and postsecondary staff will attend and participate in State and national conventions to attain information on current or emerging occupational opportunities.*

State of Maine Performance Measure Collaboration

- *Secondary collaboration*
 - *Local grantees will develop procedures to ensure coordination and non-duplication among programs*
 - *Programs of study*
 - *Local workforce boards*
 - *Other state and federal agencies*
- *Postsecondary collaboration*
 - *Local grantees will develop procedures to ensure coordination and non-duplication among programs*
 - *Programs of study*
 - *Local workforce boards*
 - *Other state and federal agencies*
 - *Required collaboration with WIA*

State of Maine Performance Measure Accountability

- *Negotiated state performance levels with Federal DOE*
 - *Negotiate the CAR indicators using the actual data figures on the Maine data collection system*
 - *Increase performance levels using activities in the workplan*
- *Negotiated local levels with State DOE*
 - *Develop negotiation process*
 - *Have locals provide performance measures if different than state agreed upon performance levels*

State of Maine Performance Measure Special Populations

- *Special Populations*

Description of how grantees implement program strategies for Special Populations including how individuals

 - *Will be afforded equal access to all activities.*
 - *Will not be discriminated against on the basis of their status as members of special populations.*
 - *Will be provided with programs to meet or exceed State adjusted levels of performance.*
 - *Will be prepared for further learning and for high-skill, high-wage, or high-demand occupations.*
 - *How funds will be used to promote preparation for high-skill, high-wage, or high demand and non-traditional fields.*

8.5% initiatives

Proposed Uses for Funds- grants to local eligible recipients on the following priorities:

- Curriculum Resource and development
- Non traditional populations services
- Literacy initiatives
 - Mentoring
 - Promising practices
- Standard development and adoption of state / national industry recognized standards CTE & CC Partnerships
- Programs of study implementation (CTEs & CCs) CTE & CC Partnerships
- Syllabus development and implementation grants
- Support of Nontraditional exploration opportunities grants

Appendix S
Technical Skill Guidance

Technical Skill Assessments Maine's Perkins IV Plan

During the Maine Perkins five-year State Plan, the Maine Administrators of Career and Technical Education (MACTE), the Maine Community College System and the Maine Department of Education CTE team will determine appropriate technical skill standards and assessments for CTE students.

Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine will explore a process to update secondary state standards in program areas for which there are no national standards. The Maine Administrators of Career and Technical Education (MACTE) at the secondary level and the CTE team have been convening groups of CTE content area teachers to discuss national standards and come to agreement on which national standards they are or will be teaching, how those standards will be assessed and determine which assessments are most appropriate for the secondary level, national assessments or locally developed assessments. As with academic achievement, the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment. Discussions will include postsecondary instructors, whenever possible, as most of the standards are too comprehensive to be taught exclusively at the high school level. (SEC. 2. PURPOSE (4)) Maine CTE will continue to seek ways to support the certification of programs and teachers in industry skills standards.

National and State defined skills standards

It is a goal for CTE in Maine to have all CTE students in Maine working toward National and/or State defined skills standards. To accomplish this goal Maine will:

- Research and discuss secondary program specific Nationally Recognized Technical Skill (NRTS) standards and certification
- Identify the National and State defined skills standards in both secondary and postsecondary CTE program areas
- Certify teachers and programs to teach national skill standards
- Research/develop/adopt secondary and postsecondary- technical skills assessment
- Develop and implement a plan to meet the federally recognized assessment standards for both secondary and postsecondary CTE education

Secondary Technical Skill Assessment

The data from the secondary national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.

Should the program not have a National or third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.

Secondary student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,

- Maine's Comprehensive School Review process for career and technical programs
- The local Program Advisory Committee program review.

Program Approval and Technical Skill Assessment

All secondary CTE programs must go through a program approval process and be approved before they are eligible for state subsidy or federal funding. There are many components to the process including instructional practices, safety evaluation and other educational requirements. A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Secondary Comprehensive School Review and Technical Skill

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a 2-year and a 5-year follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Program Advisory Committees and Technical Skill Assessment

Maine will increase the requirements for the local program advisory committees (PAC). This will encourage and promote stronger ties between the CTE training programs and industry. As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

Postsecondary Secondary Technical Skill Assessment

The Maine Community College system uses a variety of assessment methods for academic and skill attainment:

1. For programs that have professional accreditation or certification standards for the students, national standards are the basis for assuring that students are acquiring valid and reliable skills. For these programs, the standards are reviewed and confirmed by peer reviews which provide feedback for improvement, if needed. Student success on licensure or certification exams demonstrates that the students have mastered valid material and their success on these exams demonstrates reliability of the learning outcomes.
2. For other programs, assessments are guided by various policies and procedures (e.g., Program Advisory Committees, established in accordance with Policy 306, Program Advisory Committees; Policy 302, Program Reviews; Policy 301, Program Planning and Discontinuance; and Policy 304, and Definition of Units of Credits and the associated Procedures). These policies and procedures are reviewed for reasonableness by the regional accrediting body, New England

Association of Schools and Colleges (NEASC), Commission on the Institutions of Higher Education (CHIE) to assure that these are typical relative to peer institutions in the region. This regional accreditation review also looks at college policies and procedures, including student assessment techniques, to assure their reasonableness relative to peer institutions.

The Maine Community College system provides for:

1. Professional development of career and technical faculty assuring that these faculty members are knowledgeable of technical advancements in their field of teaching. These faculty members can then integrate the appropriate information into the curricula to assure that the students are receiving valid and technically current information.
2. Employer surveys are conducted on satisfaction with graduates hired, and graduate surveys are conducted on how well their program of study prepared the graduate for employment in their chosen field.
3. Student success in their studies/graduation after transferring to a baccalaureate program with documented achievement from the receiving institution required to be included in the Transfer Agreement. This is particularly important for CTE students who choose to pursue a baccalaureate program in their major or a closely related field.

Maine will work towards compliance with the federal requirements for Technical Skill assessment. Maine secondary education is in frequent contact with other New England states concerning technical skill assessment.

CHANGES MADE ON THE PERKINS IV PLAN NARRATIVE FROM STATE BOARD PRELIMINARY TO FINAL PRESENTATION.

National skill accountability pertaining to standards and assessments, defined.

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,
 - A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
 - Maine's Comprehensive School Review process for career and technical programs
 - The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
 - The local Program Advisory Committee program review.
 - Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
 - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure. Program advisory committees are now required to review the plan and the skill attainment assessments of each program.
- A. where they exist or state certifications or licensure. Program advisory committees are now required to review the plan and the skill attainment assessments of each program.

Page 49

ii. Promote continuous improvement in technical skill attainment

Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine will explore a process to update State standards in program areas for which there are no national standards. As with academic achievement, the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment.

The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.

Should the program not have a National of third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,
- Maine's Comprehensive School Review process for career and technical programs
- The local Program Advisory Committee program review.

All CTE programs must go through a program approval process and be approved before they are eligible for state subsidy or federal funding. There are many components to the process including instructional practices, safety evaluation and other educational requirements. A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a 2-year and a 5-year follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine will increase the requirements for the local program advisory committees (PAC). This will encourage and promote stronger ties between the CTE training programs and industry. As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

Page 35-same language change

Technical Skill Attainment

Carl Perkins Performance Measure(s)

Secondary:

2S1 Technical Skill Attainment

(Technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.)

Postsecondary

1P1 Technical Skill Attainment

(Technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.)

Equipment acquisition, teacher certification and new program start up will help to keep Maine CTE current with industry needs and national skill standards. As CTE teachers align curriculum with nationally recognized skills standards, there will be the requirement in many of the skills areas that the programs meet certification standards and that the teachers are certified in their program area and certified to teach and assess the standards. This presents concerns for directors and advisory boards of Maine's CTE schools, as the costs of equipment to meet program certification requirements and the cost of supporting an instructor in achieving industry certification may be a burden on the school. With this in mind, Maine CTE will continue the discussions and seek ways to support the certification of programs and teachers in industry skills standards.

National and State defined skills standards

It is a goal for CTE in Maine to have all CTE students in Maine working toward National and/or State defined skills standards. To accomplish this goal Maine will:

- Research and discuss secondary program specific Nationally Recognized Technical Skill (NRTS) standards and certification
- Identify the National and State defined skills standards in both secondary and postsecondary CTE program areas
- Certify teachers and programs to teach national skill standards
- Research/develop/adopt secondary and postsecondary technical skills assessment
- Develop and implement a plan to meet the federally recognized assessment standards for both secondary and postsecondary CTE education

Skill assessments

During the Maine Perkins five-year State Plan, the Maine Administrators of Career and Technical Education (MACTE) and the Maine Department of Education CTE team will determine appropriate technical skill standards and assessments for secondary CTE students. Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine will explore a process to update State standards in program areas for which there are no national standards. As with academic achievement, the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment. Discussions will include postsecondary instructors, whenever possible, as most of the standards are too comprehensive to be taught exclusively at the high school level. (SEC. 2. PURPOSE (4))

The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.

Should the program not have a National of third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,
- Maine's Comprehensive School Review process for career and technical programs
- The local Program Advisory Committee program review.

All CTE programs must go through a program approval process and be approved before they are eligible for state subsidy or federal funding. There are many components to the process including instructional practices, safety evaluation and other educational requirements. A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a 2-year and a 5-year follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine will increase the requirements for the local program advisory committees (PAC). This will encourage and promote stronger ties between the CTE training programs and industry. As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- Conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

3. Identify the valid and reliable measurement definitions and approaches that State will use for each of the core indicators of performance and describe how the State’s proposed definitions and measures are valid and reliable.

Part C. Accountability Forms

I. Student Definitions

A. Secondary Level

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| CTE Participant: A secondary student who has completed at least 10% of the standards guiding a State approved career and technical education (CTE) program |
| CTE Concentrator: A secondary student who has completed at least 50% of the standards guiding a State Approved career and technical education program. |
| CTE Completer: A secondary student who has completed at least 80% of the standards guiding a State approved career and technical education (CTE) program. |

B. Postsecondary/Adult Level

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| CTE Participant: A postsecondary/adult student who has earned one (1) or more credits in any CTE program area (both academic and technical skill credits). |
| CTE Concentrator: A postsecondary/adult student who as of Fall term of the measurement year: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree. |

CARS measurement definitions are included in the FAUPL which is attached.

The national tests that Maine uses to identify academic achievement at the secondary level have been reviewed for validity and reliability by the vendors of the national tests. The SAT/Maine Initiative, which every 11th grade student is required to take, was reviewed for alignment with Maine’s learning standards, the “Learning Results-Parameters for Essential Instruction”.

Some of Maine’s secondary and postsecondary CTE programs are aligned with nationally recognized skills standards.

The secondary technical skills assessments used by the organizations that offer national skill tests also have been reviewed for validity and reliability, as have the NOCTI tests. Should Maine identify other skill assessments, the validity and reliability of those will be established.

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