

# Consolidated Annual Report, Program Year 2014 - 2015

## Maine

### Step 3: Use of Funds: Part A

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#### 1. During the reporting year, did your state use Perkins funds to develop valid and reliable assessments of technical skills?

Yes

Perkins Leadership funds are used at the State level support activities in Maine to assist with the development of valid and reliable technical skill assessments and aligning those assessments to current CTE program curriculums and standards.

Activities we are unable to fund with our limited Leadership funds are completed using alternative funding sources.

Secondary: MDOE CTE worked with a core group of CTE school administrators, staff, and faculty to begin the process of assuring all Maine CTE programs have valid and reliable skill assessments. This group began by developing a standardized process to be used for all programs. The first steps were to gather potential assessments to be vetted by the group for each program and then the team selected the programs for which to align technical skill assessments to standards. During the 2014 – 2015 year this team brought Early Childhood Education (ECE) and Culinary Arts (CA) assessments to MACTE (Maine Administrators of Career and Technical Education) to be approved for use in all ECE and CA secondary CTE programs. In addition to the two finalized assessment selections, the group held meetings to determine viable assessments for Cooperative Education, Auto Body Technology, and Building Trades. For programs where no viable assessments exist, the team has worked with CTECs to develop, validate, and pilot skill assessments. During the 2014-2015 year CTECs created assessments for both Agriculture and Law Enforcement.

Postsecondary

Although no leadership funds were used, the colleges of the MCCS have continued the Skill Assessments and Standards work that began with the implementation of Perkins IV. Given that many third-party assessments are taken post-graduation, difficulties exist in gathering data on assessments taken and results, including both the availability of that information once students have left the institution and privacy issues surrounding data collection. Details on what information was successfully gathered are as follows:

Of the 2,664 CTE graduates in the 2013-2014 academic year:

1,176 (44%) completed programs known to offer assessments or prepare students for assessment

Across all seven colleges, data was available and collected for 573 students (unduplicated count), who took end of program and/or end of course assessments

Of these 573 graduates, 562 passed (97.9%)

Overall, 687 assessments were taken, and 664 were passed (96.7%)

#### 2. During the reporting year, did your state use Perkins funds to develop or enhance data systems to collect and analyze data on secondary and postsecondary academic and employment outcomes?

Yes

Perkins Leadership funds are used at the State level support a position that is the first contact for all aspects of CTE. This position provides support to the CTE team, including the Data Consultant, and organizes and forwards needed information to other State agencies working on the SLDS. Activities we are unable to fund with our limited Leadership funds are completed using alternative funding sources. Our CTE data consultant is paid with our State Perkins match funds.

Secondary:

The Maine Department of Education contracts with the National Student Clearinghouse to obtain data on post-secondary students' enrollment status and achievements at educational institutions, which allows the department to estimate the number of students entering into college from our CTE schools. In addition, the CTE Data and Technology Consultant aids in data collection, analysis, and the development of state and local improvement plans by providing data analysis of state/local-level data. The consultant also is investigating a new method of collecting student labor related data. The department continues to develop a comprehensive statewide longitudinal data system (SLDS) whose future functionality is expected to include collection of PK–Adult data for CTE students as well as employment data upon graduation. The CTE portion is part of the SLDS “Phase III” and continues to be in development due to the limitations around student social security numbers and the collection of industry credentials. Currently, no method of sharing data can be found within Maine’s governmental structure. Maine is looking at the success other states have had using driver’s license data to match secondary CTE students to UI wage records.

The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the state’s student data base during the summer after the students leave the program in the reporting year.

The data reported for school year 2014-2015 includes CTE graduated students information data collected using strategies like the Maine Department of Labor Unemployment Insurance wage records and FEDES wage records systems along with the National Student Clearinghouse (NSC) service.

As we do not have detailed data to do a student to student match and Maine’s secondary data consultant was out of the office on unexpected leave, our placement result is as accurate as possible.

This is the process used to calculate the placement, 5S1, for FY15.

Because of the ongoing controversy surrounding the collection of student Social Security numbers for reporting purposes, only a small number, 525, of the total population of students volunteered SSN information to the Maine Department of Education (MDOE) this school year. These ID’s were submitted to the Maine Department of Labor for a match. MDOL reported that 68.19% (358 of the 525) were employed and that the self-employed rate last year was .9%.

The total population was submitted to NSC for a match. NSC reported that 42.91% (1437 of the 3348) were enrolled in a postsecondary institution. This is almost 4% higher than last year.

With the sum of the two subgroup percentages equaling 111% , the process used in past years was determined to be less accurate so we determined the more accurate method for FY15 was to add the known FY15 NSC percent value to the average of the past three years employment percent values to give us a total percent value for 5S1. The National Student Clearinghouse value was 42.91% and the three year employment average value was 55.82% giving a total of 98.73%.

The data from the Maine Department of Labor lacked any indicators related Advanced Training or Military. Both sections will be reported with a zero value with in the C158 and C169 EDEN Reports.

#### Postsecondary

The MCCS Perkins Grant Manager continues to work with each of the colleges to improve upon data collection processes and systems. All of the colleges employ the same student information system (SIS), though each employs it in slightly different ways. Through its work on a centralized data mart, MCCS Institutional Research has developed a methodology whereby standardized information can be extracted from the SIS for multiple purposes, including Perkins reporting.

During the development phase, attention has been paid to ensuring that data required for all reporting is collected at the appropriate level of detail. In addition, the MCCS collaborates with the Maine Department of Labor to identify employment of its graduates and with the National Student Clearinghouse to determine transfers.

# Consolidated Annual Report, Program Year 2014 - 2015

## Maine

### Step 3: Use of Funds: Part B

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#### 1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

A position is partially paid with Leadership funds for secondary school reviews. In addition other funds were used to assist in the thorough review of CTE programs.

Secondary: In order to receive Perkins IV funds, schools must participate in either a New England Association of Schools and Colleges (NEASC) or a Maine Department of Education (MDOE) comprehensive school review (CSR). Maine currently has 23 CTE schools participating in the MDOE CSR and only 4 CTE schools that are NEASC accredited. Many schools have dropped the NEASC accreditation due to the cost of membership and the cost saving benefits of the on-site MDOE-CTE visits.

MDOE has developed a self-study and site comprehensive school review process that reviews schools on a 3/6 year cycle:

6 Year Full site visit - a comprehensive review of CTE programs and school-wide standards by a visiting team of 9-15 members.

3 Year Mid site visit – a review of the status of recommendations made during the 6 Year site visit to articulate additional recommendations as preparation for the next decennial review.

Key components of the Comprehensive School Review process include: An orientation of the review process presented to the school by MDOE consultants;

A school self-study the year prior to the decennial review; and

A 3.5 day site visit to the school for the review itself. The visiting team, consisting of MDOE consultants and instructors/administrators from other Maine CTE schools, review programs, curriculum (including rigor, academic integration, and post-secondary articulation), instruction, assessment, equipment, facilities, school climate, and community involvement. A final written report provided to the school with commendations and recommendations.

Schools that choose to be reviewed using the MDOE review process are required to provide this professional development opportunity to two teachers per year to participate as members of the visiting team in the review of other CTE schools. Schools opting for accreditation by NEASC do so with the understanding that an MDOE CTE consultant must be included as a member of the visiting team and that a copy of the final report be submitted to the MDOE.

During the 2014-2015 school year, MDOE organized and completed mid-reviews on three schools, Presque Isle, Machias and Calais, and also began pre-visits to schools who will receive full reviews during the next year.

Local Plan: Each year there is an in-depth review of each local Perkins 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, an annual desk audit is required. Maine has 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 also uses a web-based grant reimbursement system. MDOE requires that each school use locally developed Common Yearly Evaluation Tool to review all CTE programs within the school. This assures that all programs within each school are reviewed on the same criteria.

New programs: Between July 1, 2014 and June 30, 2015, four of the twenty-seven Maine CTE schools submitted four proposals for new programs. Three of the four proposals were officially approved and one has been delayed due to questions regarding the standards required. In developing a new program proposal, schools were asked to indicate what national standards they wish to align the curriculum with, what industry credential students have the opportunity to earn, and whether the new program is supported by the local community. In addition schools were asked to indicate the post-secondary articulation and/or dual enrollment agreements available or will be pursued and Programs of Study available. Schools provided labor market statistics and were encouraged to consider new and emerging technologies. Maine has developed a framework which organizes its programs around career clusters. All of the CTE programs are categorized by the Classification of Instructional Program (CIP) codes. The schools offer a variety of Trade and Industry programs in the traditional CTE classroom and community setting.

Exploratory Programs: An exploratory CTE program is one that offers a student the opportunity to explore at least four programs at the CTE region/center. The exploratory program is a component of a sequence of courses of the related specific CTE programs that are offered for exploration. These programs are typically offered to students in grades 9 and 10 in preparation for entry into a full CTE program at grade 11. There are four active exploratory programs around the state and no new exploratory program applications were submitted by the CTE schools during this year.

Review by Program Advisory Committees: Each program within a school must have a Program Advisory Committee (PAC). With the development of the Perkins IV State plan, Maine now requires the following of its Program Advisory Committees: meet at least twice annually; membership must include teachers, business and industry partners, secondary and post-secondary constituents, students and other interested stakeholders; review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the successes 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 assessment; 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); review the program using a locally developed common evaluation tool and develop or review a plan to move the program to nationally recognized technical skills, standards and assessments where they exist or state certifications/licensure.

Secondary Special Populations: Education for high skill, high wage and high demand occupations for special population students continues to be important to Maine's CTE Centers and Regions. The Maine DOE CTE Team provides review, information, assistance and compliance through the State Departments' Comprehensive School Review and the Methods of Administration On-Site Review that is performed as a collaborative process with the centers and regions on a periodic basis. This effort is supplemented further by the integration of the Special Populations Section of the Perkins Application and by reviewing and consulting with the schools in goal setting, best practices and accommodations.

Postsecondary:

Each program of the MCCS is reviewed utilizing a common assessment tool developed by the Academic Deans to serve all colleges. In conjunction with the Deans, Program Advisory Committees and Department Chairs gather information annually on student success and preparedness. By policy, their findings are presented on a five-year cycle to the MCCS Board of Trustees. In addition, many programs with individual accreditation have more rigorous review requirements at more frequent intervals.

## **2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?**

Secondary:

MDOE provides online resources from the past Math in CTE training to provide teachers and administrators with resources they need to promote STEM learning across all CTE programs.

In addition the schools' program advisory committee annually review the technology and equipment needs for each program. The comprehensive school review verifies that the equipment and technology needs of the program are on par with the National standards and/or certification requirements. Local Maine businesses generously provide some of the equipment and technology for our programs. CTE programs in Maine have chosen a National Standard for their skill area and must adhere to the required equipment and technology for program certification. Programs are allowed to use Perkins dollars to help keep their programs up to certification standards. The federal and state equipment guidelines are adhered to as a condition for Perkins funding. Maine is still exploring an Essential Programs and Services (EPS) funding formula for CTE and it is yet to be implemented; equipment costs and national program certification costs are considered in the funding formula.

Locals also use Perkins funds for acquiring and updating technology and equipment. In FY 14-15 over 40% of all Perkins dollars sent to the locals was used to upgrade or purchase new technology and equipment. The significant increase is tied to the selection of industry recognized standards and the required upgrades for those standards.

Postsecondary:

In their annual reviews of MCCS programs, Program Advisory Committees determine whether up-to-date technology is being used. Through Perkins funding and other state and local sources, programs are able to purchase updated equipment to maintain labs. In the 2014-2015 academic year, the following programs at the various MCCS colleges acquired new technology using Perkins funds: Architectural and Engineering Design, Automotive Technology, Biotechnology, Business Management, Cardiovascular Therapy, Composite Technology, Construction Technology, Criminal Justice, Culinary Arts, Diesel, Truck, & Heavy Equipment, Digital Media Graphics & Design, Early Childhood Education, Electrical Lineworker Technology, Electrical Engineering, Emergency Medical Services, Heating, Air Conditioning, Refrigeration, and Plumbing, Heavy Equipment Operations, Horticulture, Hospitality & Tourism, Marine Science, Medical Assisting, Medical Radiography, Nursing, Physical Therapy Assistant, Power Sports Equipment, Precision Machining/Manufacturing, Respiratory Therapy, and Welding.

**3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?**

Perkins Leadership funds are used at the State level support a position that reviews professional development for both the local grants and MDOE and in addition a position that is the first contact for all aspects of CTE. Leadership funds were also used to send a State level position to National FFA meetings and Academic Intersection workshops. Other funds were used to provide additional professional development as needed.

Secondary

The National FFA meetings are attended by a State level position and the information is then shared with the agriculture teachers and staff in Maine's CTE Agriculture programs. These Maine CTE agriculture teachers/staff meet for professional development on a monthly basis. Through this professional development, they are kept updated on rules and regulations related to FFA and on funding and other opportunities available to them and their students through the agricultural industry and through FFA.

The state directors' organization, Maine Administrators of Career and Technical Education (MACTE), assisted by the CTE Team in MDOE, hosts program area updates (Technology updates) twice a year so that teachers have the opportunity to collaborate; discuss alignment of curriculum with industry recognized standards and credentials; and remain current in their fields. Most teachers have implemented the components of national standards that are appropriate for high school students. This is now systemic and has been codified by the Legislature so the state, MACTE and CTE teachers identified national standards where available in each CTE content area to bring uniformity to the standards that are taught.

MDOE is also hosting core academic intersection workshops to blueprint the natural alignment of academic ELA and math standards to CTE program curriculums. During the 2014-2015 year this process was completed for Carpentry Technology and Auto Technology. More programs will go through this process in the 2015-2016 year.

MDOE provides ongoing professional development opportunities on the use of the Maine Grant System online site. As this site can be cumbersome many hours are spent training CTE Directors and their staff on the best way to navigate the system.

Professional Development activities in Maine for Career and Technical educators during 2014 and 2015, for both instructors and administrators, were accomplished via a wide-range of meetings, trainings, institutes, conferences, courses, webinars, and workshops at the Local, State, and National levels. A partial list of these activities is as follows:

Professional Development: July, 2014-June, 2015

ACTE National Conference

ACTE Best Practices and Innovations Conference

Agriculture-National FFA Convention

Agriculture in the Classroom, Agriculture Trade Show Agriculture-Plant System Standards Validation Workshop

Brustein & Manasevit Perkins Federal Compliance Meeting

Conferences: NACTEI, NASDCTEc, National CTE Policy Seminar

Annual Craft Fair-Associated Building Contractors (ABC)

CTE and Academic Intersections Workshop for Auto Technology and Carpentry national industry standards

CTE Comprehensive 3 and 6 Year School Reviews and Pre-visits (State Perkins monitoring)

CTE New Instructor Orientation (Boot Camp) UTC and Eastern Maine Community College

CTE Team Meetings (twice a month)

CTECs Community of Practice, and Board Meetings

CTECs Assessment Development workshops with Career and Technical Education Consortium of States (CTECS) Conference

Data Quality Institute (DQI)

DECA, and SkillsUSA State Competitions, and Judging

FFA Student and Instructor State-wide Trainings (multiple), State Convention

Maine CTE State-wide Conference for all instructors and administrators Maine Administrators of Career and Technical Education

Maine Administrators of Career and Technical Education (MACTE) Meetings (monthly various sites and videoconference)

Maine State Board of Education meetings (multiple)

MDOE Learning Systems Team (multiple)

Maine Superintendents Conference

Methods of Administration Reviews (MOA), compliance with Federal Civil Rights Legislation

New England Secondary School Consortium Convention

The Safety & Health Council of Northern New England: Seminars, Tradeshow, Conference

Technology Group Meetings in all Clusters and Pathways for National Industry Standards Assessments (state-wide)

Totally Trades Non-Traditional conference (various locations state-wide)

Webinars: NASDCTEc, NRCCTE, Perkins Consolidated Annual Report WebEx (multiple)

Workshop: Performance Evaluations and Professional Growth (PEPG)

Workshops: Civil Rights Compliance (multiple), Literacy

Postsecondary:

The continual professional development of the MCCS CTE faculty and staff is critical in assuring consistent student success. During the 2014-2015 academic year, CTE faculty and staff from each of the MCCS colleges participated in a variety of development activities relevant to their technical areas of expertise. The following is a sampling of these activities, varying by college: workshops offered during the faculty professional days preceding each semester; training on instructional technologies, advising practices, and first-year experience, both in the classroom and online for CTE faculty, attendance at industry-relevant conferences for and participation in continuing education opportunities leading to further industry and academic credentials in Adventure Recreation, Automotive Technology, Building Construction, Early Childhood Education, Engine Specialist, Medical Assisting, Nursing, Power Sports Equipment, Radiological Technology, Sustainable Agriculture, and more.

**4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?**

Perkins Leadership funds at the State level are used for a portion of a position for support of CTE Nontraditional and Special Population students and to provide funding to Women, Work and Community to offer Totally Trades workshops for students.

Secondary: The goal of education for high skill, high wage and high demand occupations through non-traditional programming is a high priority in the State of Maine and for our CTE centers and regions. Through an interactive process of reviewing the Non-Traditional Section of Perkins Grant Application, the CTE team is able to project and map out the needs of the centers and regions.

Students at the Maine CTE schools indicate there is no need for a support focus on nontraditional students as all students, no matter of gender or special population, feel comfortable in any programs as they receive all of the supports they need and also know whom to go to if they do have concerns.

Maine's gender equity coordinator has been funded and retained since the inception of the Perkins Act, even though this is no longer a requirement. This position, the Special Populations Coordinator, also serves as the team leader for the Methods of Administration On-Site Review, which is one of the tools used to foster gender equity in Maine schools.

Postsecondary:

The MCCS continues to encourage students to pursue and complete non-traditional programs in preparation for high skill/high wage occupations. Where we have experienced difficulty in the past and implemented improvement initiatives, we are seeing progress. However, male participation and completion in non-traditional programs still lags, primarily due to the lower wage potential of many traditionally female occupations.

The following are several of the activities offered at MCCS colleges in an attempt to attract students to nontraditional programs (activities vary by college): Development of materials promoting gender equity choices and highlighting successful alumni; sponsorship of gender equity clubs, such as Women in Technology; hosting outreach activities with state agencies, like Women Work and Community, and Women Unlimited; coordination of open forums and discussion groups on the topic of nontraditional occupations; increasing direct advising of nontraditional students by both professional and faculty advisors; focusing recruitment efforts on nontraditional students enrolled at secondary CTEs; and hosting hands-on experiences for secondary students in nontraditional CTE programs.

In addition, as a result of the improvement plan implemented in the 2012-2013 academic year and continuing currently, the following strategies exist to assist both men and women succeed through the completion of their nontraditional programs: developing methods, materials, and partnerships aimed at introducing students to nontraditional occupational opportunities; identifying students academically at-risk early in the semester and connecting them with a variety of support services; establishing relationships and agreements with industry and 4-year institutions to provide internships and transfer articulations encouraging program completion; and increasing flexibility in scheduling to acknowledge the complex lives of students. This work is initiated by the Gender Equity Coordinators on each campus and overseen by their direct supervisors and reviewed and reported on by the Perkins Grant Coordinators to the MCCS Perkins Grant Manager.

**5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?**

A position is partially paid with Leadership funds for MOA reviews. In addition, other funds were used to provide more support in this area.

Secondary: Education for high skill, high wage and high demand occupations for special population students continues to be important to Maine's CTE Centers and Regions. MDOE provides review, information, assistance and compliance through the State Departments' Comprehensive School Review and the Methods of Administration On-Site Review that is performed as a collaborative process with the centers and regions on a periodic basis. This effort is supplemented further by the integration of the Special Populations Section of the Perkins Application and by reviewing and consulting with the schools in goal setting, best practices and accommodations.

The strong relationships with the Maine Department of Labor-Division of Vocational Rehabilitation and the Maine Department of Special Services (Special Education) has provided program assistance in the areas of career planning through the transition section of the Individual Education Plan and job skill development with community agencies and employers.

Postsecondary:

Students in special populations are provided with an equal opportunity to pursue programs leading to high skill, high wage, high demand occupations. Support for such students is provided using Perkins and other funding, including, but not limited to the following: assistive technologies, career and placement services, childcare and transportation assistance, English as a second language courses, faculty and staff training, interpreters, smaller class sizes for remedial and intensive course work, TRIO programming, tutoring and study labs, and Women in Technology programs.

Students are encouraged to self-identify and advocate for themselves, learning of opportunities for additional support through program promotion, orientation activities, and advising. The colleges also coordinate with sending agencies and schools, including Career and Technical Regions and Centers, high school guidance offices, Vocational Rehabilitation, Workforce Development, the Department of Human Services, and the Veterans Administration. Based on Perkins IV definitions, 62% of CTE concentrators and CTE participants enrolled in the Fall of 2014 identified themselves as belonging to one or more special populations groups. The vast majority of these fall into the economically disadvantaged category. All identified students received appropriate services.

**6. During the reporting year, how did your state offer technical assistance for eligible recipients?**

Leadership funds were used to pay for a support position to provide Perkins technical assistance and a portion of a position for school reviews. Other funds are used, where needed, to assure the schools and colleges receive all technical assistance they need.

The support position is the first contact for CTE administrators, teachers, and staff for technical assistance for Perkins. This position provides online assistance for the Perkins grant, the financial reimbursement system, and all other areas of CTE.

The school reviews cover all aspects of the CTE schools and programs. Administrators, teachers, and staff have the opportunity for face-to-face, email, and phone assistance with all aspects of their CTE programs. The 3-4 day site visit by a team, consisting of MDOE consultants and instructors/administrators from other Maine CTE schools, review programs, curriculum (including rigor, academic integration, and post-secondary articulation), instruction, assessment, equipment, facilities, school climate, and community involvement. At the end of the review, the school is provided with a report of the recommendations found during the review process. Schools receive on-going State level technical assistance to assure the recommendations are met within a timely manner.

The Maine DOE provides technical assistance to eligible recipients in a variety of ways. Each consultant is assigned as liaison to three-four secondary CTE schools and provides assistance as schools develop their local plan; provides guidance and assistance as schools and programs align with national standards; provides guidance and assistance as schools develop new programs; provides guidance and assistance as schools prepare for their Comprehensive School Review; and reviews local plans and assists schools in appropriate changes/modifications.

The MDOE CTE Facilities Consultant conducts onsite technical assistance reviews as requested. This allows schools to comply with the Maine Department of Labor facility requirements.

Technical assistance is continuously provided to the local CTE schools on the use of the online grant management and reimbursement systems. Without this ongoing training the local schools would have additional burden in trying to use the online systems.

The MDOE CTE consultants meet every other month with the CTE Directors to provide direction and guidance on any State initiatives and offer support as needed and/or requested.

Postsecondary:

The MCCS System Office, in collaboration with the MDOE, provides technical assistance to each of the MCCS colleges with regard to all aspects of the Perkins grant. Annual local plans and progress reports are entered into an online system for review and guidance. The online grant management system is continuously reviewed for accuracy and ease of use. The System Office also collects student level data from each college, with the Perkins Grant Manager providing the necessary support to assure accurate and complete data collection.

## **7. Serving individuals in state institutions**

### **Part I: State Correctional Institutions**

#### **Amount of Perkins funds used for CTE programs in state correctional institutions:**

52474

#### **Number of students participating in Perkins CTE programs in state correctional institutions:**

35

#### **Describe the CTE services and activities carried out in state correctional institutions.**

Maine continued to utilize 1% of the Perkins State Leadership funds for State Correctional institutions. The funds were used to support the development of CTE programs of study at Maine's correctional facilities for youth. Teachers focus on safety training and basic vocational skills. No certificates are awarded as students do not complete an entire program in any pre-vocational areas. They do complete specific topics that would be part of a CTE course curriculum in the areas of small engines, building trades, and culinary arts. The Perkins funds were used to contract a Visual Arts instructor to expand CTE opportunities and a contract with Women Unlimited to provide three trainings for NCCER certifications.

35 is an estimated count as the number of youth incarcerated is very fluid.

### **Part II: State Institutions Serving Individuals with Disabilities**

#### **Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:**

0

#### **Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:**

0

**Describe the CTE services and activities carried out in institutions serving individuals with disabilities.**

N/A

**8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?**

No

**9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?**

No

**10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?**

Yes

Maine sent \$250,000 of Leadership funds out to the secondary local recipients for exemplary performance on their work to align programs to the State mandated National standards. These funds were used to update programs to meet these standards through program equipment updates and to pilot new student skill assessments in CTE programs aligned to National standards.

**11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?**

No

**13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?**

No

# Consolidated Annual Report, Program Year 2014 - 2015 Maine

## Step 3: Use of Funds: Part C

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### **1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?**

A state leadership supported position along with leadership funds for professional development were used to facilitate workshops to determine the natural intersections of academic ELA and math standards to CTE program curriculums. MDOE academic and CTE staff, secondary academic teachers, and secondary CTE teachers all attend. During the 2014-2015 year this process was completed for Carpentry Technology and Auto Technology. Six more programs will work through this process in the 2015-2016 year. This process is very in-depth and time intensive.

Postsecondary:

All MCCS CTE Associate Degrees and most Certificate programs include a combination of both academic and technical content, providing the CTE student with a well-rounded educational experience, as mandated by MCCS policy and NEASC accreditation standards. MCCS policy dictates that approximately one-third of all Associate in Applied Science programs and one-half of the Associate in Science programs are comprised of general education courses. Faculty teaching liberal arts courses confer regularly with CTE faculty to assure that students are developing the appropriate skills to succeed both academically and in their chosen technical field. Advisors, both within the faculty and the administration, assist students in navigating all aspects of their programs and in seeking help as necessary. Ultimately, it is each college's goal to graduate students who can be considered well educated.

### **2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.**

A position at the State level is paid with Leadership funds to facilitate partnerships. In addition, other funds were used to provide increased support in this area.

Secondary

Secondary Partnerships with Industry

Secondary: The following partnerships and activities support the ongoing collaboration between MDOE-CTE and industry.

PAC reviewed current curriculum(s) Articulation agreements

Enhanced Articulation Agreements and Programs of Study on file Apprenticeship

Collaboration between several local region and MDOL to assist the CTE Region in becoming SHAPE awarded.  
Collaboration with OSHA Region One OTC to secure discounted price for training courses.

CTE is actively engaged in STEM partnerships within the CTE framework

CTE is an active member of the Maine Manufacturers Association Education Committee CTE is an active member of the new Robotics Institute of Maine

CTE is lead department in expanding industry related safety and OSHA training for CTE instructors Exploring expanding pre-apprenticeship opportunities

PAC Membership(s) includes teachers, business/industry partners, secondary/postsecondary constituents, students and other interested stakeholders

Minutes on file for each PAC meeting on file; Live Work Policies been reviewed/updated;

Expiration Date Program(s) create a plan for moving towards national standards and/or an Industry Recognized Credential Program(s) nationally aligned

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

Secondary Program Advisory Committees meet annually

Maine currently has 10 secondary cooperative education CTE programs and satellite programs.

Collaboration between several local region and MDOL to assist the CTE Region in becoming SHAPE awarded. CTE is an active member of the Maine Manufacturers Association Education Committee. CTE is lead department in expanding industry related safety and OSHA training for CTE instructors. On file; Live Work Policies been reviewed/updated; Expiration Date Programs create a plan for moving towards national standards and/or an Industry Recognized Credential Programs nationally aligned Require that each CTE school have contact with MDOL Pre-apprenticeship program representative each school year Industry Collaboration and make students aware of Pre-apprenticeship opportunities

Programs of Study Status in the State of Maine

In the State of Maine there are 27 Regions or Centers and one K-12 school which offer Career and Technical Education programs at the secondary level. Programs of Study delineate a seamless link between rigorous secondary academics, CTE programs at the Centers and Regions, and post-secondary pathways at the seven Maine community college campuses. All CTE centers and regions are required to submit at least one Program of Study and are encouraged to develop and submit as many as possible. Maine is working towards having 50% of all secondary CTE programs to have Programs of Study by the year 2017. Currently, all schools are now required to have at least 20% of programs in Programs of Study. The following is a breakdown of the types of CTE programs that are represented in the submitted and approved Programs of Study: Accounting, Automotive Collision Repair, Automotive Technology, Computer Electronics, Computer Technology, Building Construction Technology, Culinary Arts, Business Administration, Digital Graphics, Drafting, Early Childhood Education, Electrical Technology, Emergency Services, Health Occupations, Machine Tool Technology, Medical Careers, Outdoor Resources, Welding. The complete list by Center or Region is as follows:

Maine Programs of Study which are viable until FY17:

CTE Center or Region; Programs of Study (current); Number of POS; Secondary Partners; Post-secondary Partners

1Bath RVC: Automotive Technology, Carpentry Two Boothbay, Lincoln Academy, Morse, WiscassetCMCC

2Biddeford RCT: Accounting, Architectural Design (Drafting), Business Administration, Medical Assisting Four Biddeford, Kennebunk, Old Orchard Beach, Thornton AcademyYCCC

3Capital Area TC: Culinary Arts, Machine Tool, Plumbing & Heating Three Cony, Erskine, Gardiner, Hall-Dale, Maranacook, Monmouth. Richmond, Winthrop KVCC, SMCC

4Caribou RATC: Computer Electronics, Residential Construction, Welding Three Ashland, Caribou, Easton, Fort Fairfield, Limestone, Presque Isle, Washburn NMCC

5Coastal Washington County: Culinary ArtsOne Machias, Narraguagus, Jonesport-Beals WCCC

6Foster Tech Center: Automotive Technology, Building Construction, Computer Technology, Graphic Communications, Four Mt. Abram, Mt. Blue, Rangely Lakes, Spruce Mt., CMCC

7Hancock County TC:Law Enforcement, Media Communications Two Bucksport, Deer Isle-Stonington, Ellsworth, Mount Desert Isle, Narraguagus, Sumner Beal College, New England School of Communications

8Lake Reg. VC: Law Enforcement (2) Two Frye Academy, Lake Region, Sacoppe Valley SMCC, CMCC

9Lewiston RTC: Accounting (w Technology), Business Management, Carpentry/Bldg. Trades, Information Technology, Law Enforcement Five Edward Little, Leavitt, Lewiston, Lisbon, Oak Hill, Poland CMCC

10Mid-Maine TC: Automotive Collision Repair Automotive Technology Construction Technology (2) Culinary Arts (2) Digital Graphics Early Childhood Education Electrical Technology Emergency Services Information Technology Precision Machining\* (2) Thirteen\* (three with multiples) Lawrence, Messalonskee, Waterville, Winslow CMCC, EMCC, KVCC, NMCC

11MSAD 24, Van Buren: Accounting, Certified Nursing Asst., Machine Tool Three Van Buren HS NMCC

12PATHS-Portland: Auto Technology, Carpentry/Construction Technology, Welding Three Cape Elizabeth, Casco Bay, Deering, Falmouth, Gray-New Gloucester, Greely, Portland, S. Portland, Yarmouth SMCC, EMCC

13Presque Isle RTC: Business Technology (& Accounting Systems); Early Childhood Education Two Ashland, Caribou, Presque Isle, Washburn, Fort Fairfield, Limestone, Mars Hill, Easton, NMCC

14Reg. 2, S Aroostook: Early Childhood Ed; Law Enforcement\* (2); Welding Three\* (Four w multiples) East Grand, Hodgdon, Houlton, Katahdin Beal College

15Reg. 3, N Penobscot: Building Construction Technology One Mattanawacook, PVHS, Schenck, Stearns EMCC

16Reg. 4, UTC: Business Management, Carpentry, Electrical, Three Bangor, Brewer, Central, Hampden, Hermon, Old Town, Orono EMCC

17Reg. 7, Waldo County.: Computer Technology, Health Services, Welding, Three Bucksport, Belfast, Mountain View, Searsport Beal College, KVCC

18Reg.8, Mid-Coast: Automotive Technology (two at diff. CCs) Culinary Arts (\*Baking; three at diff. CCs) Firefighting/EMT Graphic Arts\* (two at diff. CCs) Health Occupations Machine Tool(Four at different CCs) Residential Construction (two at diff. CCs) Welding (two at different CCs) Seventeen\* (six w multiples) Camden Hills, Isleboro, Medomak, North Haven, Oceanside, Vinalhaven CMCC, EMCC, KVCC, SMCC

19Reg.9, Mexico: Automotive Technology, Computer Technology, Construction Technology, Medical Assistant, Precision Machining Five Dirigo, Mountain Valley, TelstarCMCC, SMCC

20Reg. 10, Brunswick:Auto Collision, Auto Technology, Commercial Art, Culinary Arts/FT, Early Childhood, Health Occupations., Welding Seven Brunswick, Freeport, Mt Ararat, CMCC, NMCC, SMCC

21Reg. 11 Oxford Hills: Building Const., Computer Technology, Culinary Arts, Graphic Design, Graphic and Printing Technology, Law Enforcement Six Oxford Hills, Buckfield CMCC

22Sanford RVC: Culinary Arts, Residential Wiring Two Marshwood, Massabesic, Noble, Sanford HS, Traip, Wells, York SMCC

23Somerset CTC: Outdoor Resources One Carrabec HS, Madison HS, MCI-Pittsfield, Skowhegan HS, Upper Kennebec Valley HS WCCC

24St Croix RTC: Automotive Technology, Building Trades, Certified Nursing Assistant, Commercial Truck Driving, Culinary Arts, Early Childhood, Welding Seven Calais, Shead, Woodland WCCC

25St John Valley TC:Automotive Technology, Early Childhood Two Fort Kent, Madawaska, Wisdom WCCC; NMCC

26Tri-County TC:Auto Technology, Computer Systems Repair, Culinary Arts, Health Occupations. Four Dexter, Foxcroft, Greenville, Nokomis, Penquis CMCC, SMCC

27Westbrook RVC:Automotive Technology, Culinary Arts, Electrical Three Bonny Eagle, Gorham, Scarborough, Westbrook, Windham CMCC, NMCC, SMCC

Postsecondary:

Each of the colleges of the M CCS has established and continues to cultivate relationships with educational and employment partners assuring that programs meet students where they are as incoming CTE students and follow a path to successful completion of course work and credentials. Perkins funding allows for some of the following student success initiatives: academic advising, tutoring, career and transfer counseling, childcare and transportation assistance, and educational assessment.

In addition, the Maine State Perkins Plan includes a requirement for each college to connect with the Maine Department of Labor to seek out and promote apprenticeships, as well as having an increasing number of Programs of Study in place between the colleges and secondary CTE centers.

Of the 8,544 CTE concentrators in 2013, 6,944 (81%) either graduated or remained in higher education. 6,232 of those students retained were enrolled in the same institution from Fall 2013 to Fall 2014, with 712 transferring to another institution, either within the M CCS or not. Of the 1,523 non-transferring graduates, 1397 (91.73%) were employed based on a data match conducted by the Maine Department of Labor.

### **3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?**

Yes

Secondary: All Maine high school students have access to a guidance counselor for career and academic counseling at their home school. The CTE directors and student services/guidance personnel have frequent contact with these counselors. Partner sending school guidance staff often meets as members of the CTE center/region advisory committee.

The CTE Essential Programs and Service (EPS) funding formula due to be implemented in the future includes the allocation of funds for one guidance counselor/student services coordinator per 250 students. With eighteen of our twenty-seven schools enrolling more than 250 this means these schools will receive a State allocation for guidance/student services.

Postsecondary:

The colleges within the M CCS continue to improve advising services to assist students through their academic careers and into the workforce. Several of the colleges have professional advisors available year-round, in addition to faculty advisors, with whom students meet regularly throughout the academic year.

### **4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?**

Yes

Leadership funds provide funding for a position at the State level to facilitate agreements between secondary and postsecondary and training opportunities for CTE students. In addition other Perkins funds and other local funds are used at both the secondary and postsecondary levels to promote this work.

Secondary

The secondary CTE centers/regions and Community College campuses are jointly responsible for developing and executing Articulation Agreements. Secondary and postsecondary faculties are partnering to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. 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. Maine has three types of articulation agreements: dual, escrow, and enhanced articulation. The schools are required to have a designated percentage of their programs articulated and three statewide articulations during the Perkins IV grant period. The State also 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, and Program of Study Agreements.

IMPLEMENTATION DATE % OF PROGRAMS THAT MUST BE ARTICULATED

July 1, 2009 10%

July 1, 2010 20%

July 1, 2011 30%

July 1, 2012 40%

July 1, 2013 50%

#### State-wide (Enhanced) Articulation in the State of Maine

Maine now has three Statewide Articulation agreements between the participating Centers and Regions and the Maine Community College System. The first was Culinary Arts, which has been renewed after the initial 3 year agreement. The second, Electrical Technology was finalized in June 2012. The third is in Precision Machining which was finalized in 2015. Students who complete the basic requirements outlined in these agreements are eligible to receive anywhere from 3-6 credits depending on which Maine community college they attend for completion of the articulated programs. During Perkins IV, Maine put into law that the Maine Community College System must review the secondary CTE program standards and certification to determine what postsecondary credit should be awarded. This process is more viable than the Perkins State Plan enhanced articulations.

#### Postsecondary:

The Maine State Perkins five-year plan includes articulation agreements as an integral piece, with requirements to establish and maintain individual college to CTE center articulations and programs of study, as well as statewide articulation agreements. Each college has staff focused on articulation, making connections between college faculty and CTE programs. Programs of study are initiated at the secondary level, with postsecondary review by department chairs, academic deans, and college presidents. Statewide articulation agreements are drafted and maintained by the MDOE and MCCS. Work has begun on a more streamlined, student-friendly iteration of a state-wide agreement that ties third-party assessments taken by secondary CTE students directly to postsecondary credit. The hope is to remove barriers to the award of college credit, while providing consistent, reliable assurance that students have attained the associated skills.

#### **5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?**

No

#### **6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?**

Yes

Perkins Leadership funds were used to support student activities in Leadership conferences of CTSOs, and local funds are used to offer support through stipends for faculty to be advisors for CTSO student activities.

#### Secondary:

Every secondary CTE school is required to offer students the opportunity to participate in a student leadership organization. Most of our schools participate in the National Career and Technical Student Organizations, FFA, FCCLA, HOSA, DECA, SkillsUSA and FBLA. Several schools offer more than one of these leadership groups to their students.

Perkins leadership funds are used to grant each organization \$2,000 to use for leadership activities. The CTE state consultants provide technical assistance, leadership training and judging at the state competitions.

#### Postsecondary:

Two of the MCCS colleges, SMCC and WCCC, participate in the Career and Technical Student Organization SkillsUSA, training and competing nationally each year. Perkins funding is not currently used for these purposes. In addition, gender equity and CTE student clubs exist on most campuses, some of which are funded in part with Perkins money.

**7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?**

Yes

Leadership funds pay for a position that works with collaboration and partnerships which help to support CTE schools in their efforts to expose students to all aspects of industry through business and industry connections.

Secondary:

Maine secondary and postsecondary schools expose CTE students to all aspects of industry through: business internships; classroom guest speakers from business and industry; clinical or experiential opportunities as part of the CTE programs; continual enhancement of the CTE programs based on advancements in the field; co-op opportunities; engaged advisory committees; job fairs; and pre- apprenticeship opportunities. The MDOE-CTE field continued the development of mentorship programs to help increase more real life opportunities.

Postsecondary:

It is important to expose students to all aspects of their chosen field while they are still in a position to decide if it's truly their calling and to appropriately prepare them for the workplace. The MCCS colleges do this through a variety of means, including but not limited to: clinical rotations for health science programs, cooperative work experiences, externships, field experiences, field trips to business/industry settings, guest speakers currently working in the field, industry specific assignments, integration of industry based certifications and testing, learning experiences modeling industry standards and practices, credit bearing internships with area employers, and paid, on-the-job training.

**8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?**

Yes

Leadership funds pay for positions that work with collaboration and partnerships which help to support CTE schools in their efforts to build relationships with business and industry.

Secondary:

The following partnerships and activities support the ongoing collaboration between MDOE-CTE and industry. PAC reviewed current curriculum(s)

Articulation agreements

Enhanced Articulation Agreements and Programs of Study on file Apprenticeship

Collaboration between several local region and MDOL to assist the CTE Region in becoming SHAPE awarded.  
Collaboration with OSHA Region One OTC to secure discounted price for training courses.

CTE is actively engaged in STEM partnerships within the CTE framework

CTE is an active member of the Maine Manufacturers Association Education Committee CTE is an active member of the new Robotics Institute of Maine

CTE is lead department in expanding industry related safety and OSHA training for CTE instructors Exploring expanding pre-apprenticeship opportunities

PAC Membership(s) includes teachers, business/industry partners, secondary/postsecondary constituents, students and other interested stakeholders

Minutes on file for each PAC meeting on file; Live Work Policies been reviewed/updated;

Expiration Date Program(s) create a plan for moving towards national standards and/or an Industry Recognized Credential Program(s) nationally aligned

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

Maine currently has 10 secondary cooperative education CTE programs and satellite programs.

Postsecondary:

The Maine State Perkins Plan indicates that each postsecondary CTE school receiving Perkins funding be in contact with the Maine Department of Labor apprenticeship program annually. The extension plans also require that increasing numbers of Programs of Study are established between secondary and postsecondary CTE programs. Dual credit articulations often involve approval of secondary CTE faculty as adjuncts. These collaborative efforts help to ensure curricular coordination and non-duplication.

Business partnerships also exist between colleges and industry partners, who sit on program advisory boards to guide curriculum, visit classrooms to interact with students, and participate in career guidance, internship/externship programs, and cooperative education. Colleges have representatives on local workforce investment boards, and WIB members participate on college boards in an effort to keep informed and connected. The MCCS System's own Center for Career Development keeps up-to-date on emerging industry and expanding companies in the state.

**9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?**

Yes

Leadership funds provide funding for a position at the State level to facilitate this work. In addition other Perkins funds and other local funds are used at both the secondary and postsecondary levels to promote this work.

New programs: Between July 1, 2014 and June 30, 2015 three new programs that have been developed and approved: Houlton-Electrical, Mid-Maine-Business Administration. Sanford-Business Administration, Tri-County-Outdoor/Natural Resources Careers is still in process, as it still needs revision. In developing a new program proposal, schools were asked to indicate what national standards they wish to align the curriculum with, what industry credential students have the opportunity to earn, and whether the new program is supported by the local community. In addition schools were asked to indicate the post-secondary articulation and/or dual enrollment agreements available or will be pursued and Programs of Study available. Schools provided labor market statistics and were encouraged to consider new and emerging technologies. Maine has developed a framework which organizes its programs around career clusters. All of the CTE programs are categorized by the Classification of Instructional Program (CIP) codes. The schools offer a variety of Trade and Industry programs in the traditional CTE classroom and community setting.

Exploratory Programs: An exploratory CTE program is one that offers a student the opportunity to explore at least four programs at the CTE region/center. The exploratory program is a component of a sequence of courses of the related specific CTE programs that are offered for exploration. These programs are typically offered to students in grades 9 and 10 in preparation for entry into a full CTE program at grade 11. Currently four of Maine's secondary CTE schools have exploratory programs.

Postsecondary:

Improving and expanding CTE programs to meet the needs of students, industry, and the state of Maine is a priority of the colleges of the MCCS. The MCCS has a rigorous approval process for all new postsecondary programs that involves its Board of Directors and key MCCS personnel. This process is continually developing to include emerging labor market data available through resources such as Burning Glass and EMSI Analyst, as well as the Maine Department of Labor, to ensure applicability of programs to current labor market needs. Both physical and virtual expansion is happening for many of the colleges' programs in an effort to reach as many residents as possible.

**10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?**

No

**11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?**

Yes

Leadership funds provide funding for a position at the State level to assist with this work. In addition other funds are used at both the secondary and postsecondary levels to promote this work. A new CTE certification law was passed which also required several members of the CTE team to participate in the facilitation and implementation of the new requirements.

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

First Year:

\*The candidate will have met the requirements for being eligible for a conditional certificate as outlined in Chapter 115

\*The candidate must be hired by a school district and the Certification Office must receive an affidavit of employment before the actual certificate is issued. Once issued, it will be valid for that school year and expire the following July 1st.

\*During the school year (and no later than August 31st) the candidate must meet the following requirements

\*Take the "teaching the exceptional student in the regular classroom" course

\*Take and pass the Praxis I exam

\*Complete the required "Boot Camp" either before the start of the school year or prior to the start of the second year of teaching (this must be a 3 credit course)

Second Year:

\*The candidate will need to complete all renewal application requirements (return completed renewal application signed by the local support system chairperson, documentation of year #1 requirements being met, a new affidavit of employment for the new school year, etc.)

\*During the school year (and no later than August 31st) the candidate must meet the following requirements:

\*Complete 6 credits (during this year) from remaining required coursework Third Year:

\*The candidate will need to complete all renewal application requirements (return completed renewal application signed by the local support system chairperson, documentation of year #2 requirements being met, a new affidavit of employment for the new school year, etc.)

\*During the school year (and no later than August 31st) the candidate must meet the following requirements:

\*Complete all remaining required coursework (from total requirement of 12 credits, not including "teaching the exceptional student in the regular classroom" course nor "Boot Camp")

\*Provide/obtain industry-related credential in the teaching area or take and pass an industry-related examination in the teaching area. If neither of these exists, the teacher must take the Praxis II content knowledge exam approved for CTE teachers.

Additionally, the applicants must hold a valid Maine certificate or license as required by State law or rule to practice the craft or trade to be taught. All new CTE instructors must meet a five year recency requirement in occupational experience. Finally CTE teachers also must meet minimum education attainment requirements and have paid employment hours, between 4000 and 8000, depending on the educational level, in the occupational program to be taught. A number of changes in the certification requirements have been proposed for CTE instructors and been forwarded to the State Board of Education and ultimately to the State Legislature. Maine is currently working to make changes to these requirements for CTE instructors.

Postsecondary:

The colleges of the MCCS use a variety of methods to recruit career and technical faculty, including, but not limited to newspaper and online advertisements, professional and academic journals, and through industry relationships and associations. As a rule, CTE faculty at the community colleges often enter teaching through the expertise they have gained in business and industry, rather than coming through academic channels. Development of teaching skills takes place on the job, via credit course work, non-credit trainings, peer to peer assistance/mentoring/review, and regular faculty development workshops.

**12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?**

No

# Consolidated Annual Report, Program Year 2014 - 2015

## Maine

### Step 4: Technical Skills Assessment

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Provide a summary of your state's plan and timeframe for increasing the coverage of programs entered above.

Enter the number of students assessed for technical skill attainment, and the total number of CTE concentrators reported for the program year. The percent of students assessed for technical skill attainment will be automatically calculated.

Population	Number of Students in the Numerator	Number of Students in the Denominator	Percent of Students Assessed
Secondary Students			
Postsecondary Students			

# Consolidated Annual Report, Program Year 2014 - 2015 Maine

## Step 8: Program Improvement Plans

### Extension Requested?

Yes

### Required Program Improvement Plans

Directions: Your state has failed to meet at least 90% of the state adjusted level of performance for the core indicators of performance listed in the table below. Please provide a state program improvement plan addressing the items found in the column headings of the table below.

Core Indicator	Disaggregated categories of students for which there were quantifiable disparities or gaps in performance compared to all students or any other category of students	Action step to be implemented	Staff member responsible for each action step	Timeline for completing each action step
1S1	As Maine is a very non-diverse state, the Race, Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable. During 2014-2015 all Maine grade 11 students were administered the Smarter Balance test for ELA and Math. Currently the students we are reporting on were administered the test in their junior year in late spring 2015. As this is a totally new test it is difficult to determine growth. After testing in 2015 the State Legislature has determined Smarter Balance is not the appropriate test for Maine students and a new test will be used in the future. As Maine does not have comprehensive CTE schools, CTE students receive their academic courses at their sending high schools and	During the 2014 – 2015 academic year, MDOE completed the academic intersection process for two programs, Carpentry Technology Arts and Automotive Technology. During the 2015 – 2016 academic year the academic intersections work will continue. MDOE will complete the process for one program within each of Maine’s career clusters. This work links the Common Core State Standards which were adopted in English/Language Arts and mathematics beginning with the school year of 2012-2013. As Maine is a local controlled state, the State cannot mandate the acceptance of academic credit, but this process will allow both CTE and academic teachers to understand where proficiency in subjects is taught on both sides. Working together will move CTE students forward in academics.	Maine DOE, CTE teachers, Academic teachers	12-30-16

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>only their CTE coursework at the CTE schools. This means that our CTE students are tested on Reading/Language Arts and Mathematics before they have completed even one year of instruction in CTE as juniors and students who attend CTE only in their senior year are tested before they ever enter the CTE program. In Maine individual secondary school systems are responsible for their own improvement plans. As 90% plus of Maine CTE students enter a career and technical education program at the beginning of grade 11 this gives our CTE directors and instructors little time to make an impact on reading/language arts scores.</p>			
1S1	<p>As Maine is a very non-diverse state, the Race, Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable. During 2014-2015 all Maine grade 11 students were administered the Smarter Balance test for ELA and Math. Currently the students we are reporting on were administered the test in their junior year in late spring 2015. As this is a totally new test it is difficult to determine growth. After testing in 2015 the State Legislature has determined Smarter Balance is not the appropriate test for Maine students and a new test will be used in the future. As Maine does not have comprehensive CTE schools, CTE students</p>	<p>Maine is moving towards a proficiency based education and this process will naturally develop academic standards work within all classrooms, both CTE and academic alike.</p>	<p>All Maine educational partners at the secondary level</p>	<p>09-01-19</p>

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>receive their academic courses at their sending high schools and only their CTE coursework at the CTE schools. This means that our CTE students are tested on Reading/Language Arts and Mathematics before they have completed even one year of instruction in CTE as juniors and students who attend CTE only in their senior year are tested before they ever enter the CTE program. In Maine individual secondary school systems are responsible for their own improvement plans. As 90% plus of Maine CTE students enter a career and technical education program at the beginning of grade 11 this gives our CTE directors and instructors little time to make an impact on reading/language arts scores.</p>			
1S1	<p>As Maine is a very non-diverse state, the Race, Ethnicity and Special Populations subcategories that were markedly lower than other categories represent a small portion of the total and therefore are not quantifiable. During 2014-2015 all Maine grade 11 students were administered the Smarter Balance test for ELA and Math. Currently the students we are reporting on were administered the test in their junior year in late spring 2015. As this is a totally new test it is difficult to determine growth. After testing in 2015 the State Legislature has determined Smarter Balance is not the appropriate test for Maine students and a new test will be used in the future. As Maine</p>	<p>Maine will no longer be using the Smarter Balance testing to test for proficiency. Maine plans to return to the SAT testing for ELA and math. This move may better reflect the academic growth of the secondary CTE students.</p>	<p>All Maine educational partners at the secondary level</p>	<p>12-30-16</p>

Core Indicator	Disaggregated categories of	Action step to be implemented	Staff member	Timeline
	<p>does not have comprehensive CTE schools, CTE students receive their academic courses at their sending high schools and only their CTE coursework at the CTE schools. This means that our CTE students are tested on Reading/Language Arts and Mathematics before they have completed even one year of instruction in CTE as juniors and students who attend CTE only in their senior year are tested before they ever enter the CTE program. In Maine individual secondary school systems are responsible for their own improvement plans. As 90% plus of Maine CTE students enter a career and technical education program at the beginning of grade 11 this gives our CTE directors and instructors little time to make an impact on reading/language arts scores.</p>			

**Local Program Improvement Plans**

Note - Maine has to submit a State improvement plan for 1S1, which we have prepared, but we cannot enter the plan until the EDEN data is pulled into the CAR reports.

**LOCAL PLANS:**

Secondary: Our secondary graduate data has 10 schools that need to verify their data. Once this is done six of our local secondary schools may not need to do an improvement plan for 3S1. Local improvement plans are part of our online grant system and require both a mid-year and end-of-year update.

Capital Area Technical Center - 1S1 , 1S2 , 3S1 , 6S1 , 6S2 St Croix Regional Technical Center - 1S1 , 1S2 , 2S1  
 Hancock County Technical Center - 1S1 , 1S2 Lewiston Regional Technology Ctr - 3S1 Coastal Wash Cty Inst of Tech  
 - 1S1 , 1S2 , 2S1 Portland Arts & Technology H S - 1S1 , 1S2 , 2S1 , 3S1 , 6S1 , 6S2 Sanford Regional Technical  
 Center - 3S1 , 6S2 Mid-Maine Technical Center - 1S1 , 1S2 , 2S1 , 6S1 Westbrook Regional Technology Ctr - 1S1 ,  
 3S1 Van Buren Regional Technology Ctr - 1S1 , 6S1 , 6S2 St John Valley Technology Center - 1S1 , 1S2 , 2S1 , 6S1 ,  
 6S2 Tri-County Technical Center - 1S1 , 2S1 , 3S1 , 6S2 Somerset Career & Technical Center - 1S1 Lake Region  
 Vocational Center - 1S1 , 1S2 , 2S1 , 3S1 United Technologies Ctr-Region 4 - 2S1 , 3S1 Waldo County Tech  
 Ctr-Region 7 - 1S1 , 1S2 , 2S1 , 3S1 , 6S1 No Penobscot Tech-Region 3 - 1S1 , 1S2 , 6S1 , 6S2 Mid-Coast Sch of  
 Tech-Region 8 - 2S1 Region 9 Sch of Applied Technology - 1S1 , 1S2 , 2S1 , 3S1 , 6S1 , 6S2 Maine Region Ten  
 Technical High Sch - 1S1 , 1S2 , 2S1 , 6S1 Oxford Hills Tech - Region 11 - 2S1 , 3S1 Bath Regional Career &  
 Technical - 1S1 , 2S1 , 6S1 , 6S2 Foster Regional Applied Tech Ctr - 2S1

Postsecondary: For this reporting cycle, six of our seven postsecondary recipients did not meet at least 90% of an agreed upon local adjusted level of performance as follows: EMCC, 5P1; KVCC, 5P2; NMCC, 5P1 & 5P2; SMCC, 2P1; WCCC, 5P1 & 5P2; YCCC, 2P1 & 4P1. KVCC and SMCC will continue efforts to improve in their unmet measures, while the others address their more recent deficiencies by designing and implementing improvement plans.