

Maine State Board of Education 5-Year Strategic Plan 2022-2026

Preface: As representatives of citizen voice, serving in an advisory role to the Commissioner of Education and having a duty to make recommendations to the Legislature for the efficient conduct of Maine’s public schools, the Maine State Board of Education (MSBE) developed its 2022-2026 Strategic Plan to guide its ongoing work. The priorities outlined in the plan are framed from the powers and duties given to the MSBE in the *Maine Education and School Statutes*, Title 20-A. Each priority includes goals with a brief rationale on why this work matters, actions that will be undertaken, expected outcomes, and metrics aimed at supporting our schools and educational opportunities for ALL students in Maine. The Board is committed to working with education and community stakeholders to ensure diversity, equity, and inclusion in all its initiatives.

Vision: The Vision of the State Board of Education is to ensure Maine public school students graduate with the skills, knowledge, and principles to be responsible American citizens; self-directed and dedicated to making contributions to society by pursuing further education and employment.

Mission: The Mission of the State Board of Education is to provide policy leadership that promotes a Maine public school system whose graduates will meet current and future learning standards and to make recommendations to the Executive and Legislative Branches of Government that will further this mission.

Guiding Principles: The Maine State Board of Education shall conduct its work in alignment with its mission and vision by:

- Ensuring the voices of the public are heard in the educational policy development and debates.
- Effectively communicating with educational stakeholders across the State of Maine to understand their agendas and perspectives.
- Conducting its public meetings and hearings across the State of Maine.
- Effectively organizing its efforts to discharge its assigned responsibilities.

Development Process and Theory of Action: At the August 2021 MSBE Annual Retreat, the President of the National Association of State Boards of Education introduced and facilitated a discussion on developing the Board’s next 5-year strategic plan. He highlighted information gathered from the Self-Reflection Survey that members completed prior to the retreat. With an eye toward identifying ways to better Maine’s education system into the future, the strategic plan emerges from the Board’s long-standing committee structure and builds upon past progress.

Theory of Action: If the Maine State Board of Education provides policy leadership and makes recommendations to the Executive and Legislative branches of government to effectively promote career and technical education, certification and higher education, and school construction and renovations, then graduates of Maine’s public school systems will meet current and future learning standards.

Statement of Priorities:

- **Priority 1 - Board Effectiveness**
- **Priority 2 - Career & Technical Education**
- **Priority 3 - Certification & Higher Education**
- **Priority 4 - School Construction & Renovations**

PRIORITY AREA: Board Effectiveness				
Goal 1: The State Board will annually review/reeducate itself on its mission, vision, bylaws, goals, roles, and governance authorities; update, as deemed necessary; and communicate to stakeholders what is being done.				
Rationale: State Board membership changes on an annual basis as some terms expire and new members are appointed. Members need to act in ways that support the vision and mission of the collective Board.				
Actions: The State Board of Education will review its mission and goals to ensure it is fulfilling its roles and responsibilities. Throughout the year, the State Board will meet with different stakeholders to enhance communications by sharing information about the responsibilities, powers, and duties of the Board along with its accomplishments and challenges.				
Outcomes: The expected outcomes of these actions will be: 1. Meeting agendas will support the Boards’ mission and goals. Initiatives and legislation that the Board supports will be in alignment with its mission.				
Metrics: Success will be measured by: 1. Board minutes that indicate that the Board has reviewed and/or updated its mission, vision, bylaws, and governance authorities. 2. The production and distribution of an Annual Report of activities to stakeholders.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Review the mission and vision of the MSBE and make a recommendation to the Board.	Review the By-laws of the MSBE and make a recommendation to the Board.	Review the governance authorities of the MSBE and make a recommendation to the Board.	Review the <i>Annual Retreat</i> and <i>Board Member Orientation</i> policies and make a recommendation to the Board.	Develop the 2027-2031 MSBE 5-Year Strategic Plan.
Annual Report of accomplishments will be sent to the Governor, Education & Cultural Affairs Committee, and key stakeholders.	Annual Report of accomplishments will be sent to the Governor, Education & Cultural Affairs Committee, and key stakeholders.	Annual Report of accomplishments will be sent to the Governor, Education & Cultural Affairs Committee, and key stakeholders.	Annual Report of accomplishments will be sent to the Governor, Education & Cultural Affairs Committee, and key stakeholders.	Annual Report of accomplishments will be sent to the Governor, Education & Cultural Affairs Committee, and key stakeholders.
	A brochure (or some form of marketing) will be created to communicate the State Board’s mission, roles, and responsibilities.	SBE brochure distributed at speaking engagements and to educational organizations.	On-going	On-going
	SBE Chair or designee will present information	On-going	On-going	On-going

	about Board functions/activities at conferences, regional meetings, etc.			
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Goal 2: The State Board will review and improve its structure and decision making processes by December 2023.

Rationale: The *Policy and Procedures Manual* does not specify the duties of committee chairs or how student members can more effectively contribute to Board discussions. The Self-Assessment Survey indicated a need for the Board to set goals that focus on evidence-based decision-making and to use high-quality data to inform Board decisions. There is a growing concern of the membership in not having professional staff services to carry out Board duties and responsibilities.

Actions: The State Board of Education will:

1. Update Section VII. *Committees* of its *Policy and Procedures Manual* to include the responsibilities of committee chairpersons and Section VI. *Student Board Members* to increase opportunities to hear student members’ voices in Board meetings.
2. Request and review multiple sources of data and research to guide decision-making.
3. Addition of a professional staff member to the State Board.

Outcomes:

1. Board members will have information to help them decide if they wish to chair a committee of the State Board and if they do so, have a clear understanding of their responsibilities. The desired outcome is improved communications and a better understanding between committee members, stakeholders, and the MSBE.
2. Student members will be provided with opportunities to share ideas or experiences from the student perspective on agenda items.
3. The Board will have high-quality data from which to plan and act in goal setting and decision-making. Decisions made will be supported with the research and data collected from various agencies or organizations.
4. Increased ability to implement the ambitious elements of this strategic plan, fulfill statutory responsibilities (some of which are currently partially or completely unfulfilled), increased effectiveness performing current tasks, and increased effectiveness in advocacy, outreach, and stakeholder engagement.

Metrics: Success will be measured by:

1. The Board will have adopted and implemented amendments to its *Committees* and *Student Board Members* policies.
2. The Board will have voted on recommendations supported with high-quality data.

Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Explore and define the responsibilities and	Implement the amended policy.	On-going	On-going	On-going

authorities of the committee chairs. Amend the <i>Committees</i> policy.	Committee operations will be addressed during New Member Orientation.			
Explore ways to hear directly from student members in Board meetings. Amend <i>Student Board Members</i> policy.	Implement the amended policy. <i>Student Board Members</i> amended policy addressed during New Member Orientation.	On-going	On-going	On-going
Determine data needs and sources of high-quality data.	Refer to data in committee work and in making recommendations to the Board.	Seek and use high-quality data to inform Board decisions. Focus on evidence-based decision making.	On-going	On-going
Collect data on State Board staffing and support in other states to learn best practices. Determine if the Maine SBE needs additional support to carry out its duties and responsibilities.	Define the responsibilities of the professional staff position needed to support and increase the effectiveness of the State Board.	Seek funding to support the addition of a professional staff member. Begin the process to fill the position.	Fill the position. Establish priorities and goals for the position.	Establish an evaluation process and monitor the effectiveness of having the position.

Goal 3: The State Board of Education will enhance stakeholder engagement by building a non-partisan relationship with the Governor, MDOE leadership, educational organizations, Education & Cultural Affairs Committee, parents, students, and other community members through December 2026.

Rationale: Meetings are an important forum for offering all stakeholders an opportunity to discuss issues of common interest, differences of opinion, and agreed-upon education policy. The exchange of information between the Board and stakeholders can help each party better understand what is envisioned for all students while considering community differences and similarities. Students’ best interests are served when the legislature and MSBE work collaboratively and align their views on educational policy. Conversations with legislators may help both parties better understand some of the issues facing education and its stakeholders.

Actions: The State Board of Education will ...

1. Convey its vision, role, responsibilities, goals and accomplishments to stakeholders. The Board will listen to, and consider, stakeholder’s policy agendas for education in periodic meetings with them on educational policy updates.
2. Maintain oversight of the legislative process through its Legislative Action Committee. The Committee will share with the Board ongoing information gained at legislative hearings and work sessions. The Board will testify on bills within its governance authority.
3. Work with MDOE staff and the Education and Cultural Affairs Committee to ensure the Board's goals are reflected in legislative proposals.

Outcomes: The expected outcomes of these actions will be ...

1. Increased communications with stakeholders may improve collaboration on controversial issues.
2. MSBE will be in a better position to support stakeholder initiatives such that the transition between Governors, Commissioners of Education or other leaders at the MDOE, Education & Cultural Affairs Committee, or any other organization may become more seamless.
3. MSBE will be better informed by gathering information from different stakeholders and comparing data prior to making decisions. Information and data gathered will be used to inform goals, legislative initiatives, committee and other work of the State Board.

Metrics: Success will be measured by the State Board having had different stakeholders attend at least 6 of its monthly meetings and the Board using information gathered from the guests for continuous improvement of MSBE programs and services in support of every student’s success.

Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Invite the Governor to a MSBE meeting to discuss the Governor’s policy agenda.	Identify stakeholders to invite to MSBE meetings. Set a calendar of invitees.	Hold regional meetings to hear from parents, students, and other stakeholders regarding their thoughts on current issues in education.	Identify stakeholders to invite to MSBE meetings. Set a calendar of invitees.	Identify stakeholders to invite to MSBE meetings. Set a calendar of invitees.
Invite various educational organizations (e.g., MSMA, MPA, MADSEC, MEA, MERPRI, etc.) to monthly MSBE workshops to share their goals, challenges, accomplishments, etc.	At the MSBE Annual Retreat, review information gathered from Year 1 and 2 invitees. Determine the direction the Board will take in light of the review.	At the Annual Retreat, review information gathered from regional meetings. Determine the direction the Board will take in light of the review.	At the Annual Retreat, review information gathered from invitees. Determine the direction the Board will take in light of the review.	At the Annual Retreat, review information gathered from invitees. Determine the direction the Board will take in light of the review.
Invite the Professional Standards Board to present their annual work plan at a SBE meeting.	On-going	On-going	On-going	On-going

PRIORITY AREA: Career & Technical Education				
Goal 1: Advocate for Sustainable Funding				
Rationale: Stakeholder discussions and the Perkins V State Plan indicate a critical need to provide full and equitable funding for CTE programs at all levels, resources sufficient to keep CTE equipment and facilities aligned with current and emerging industry standards, and provide an educated and skilled workforce as an economic development driver for the state.				
Actions: The State Board of Education will... <ul style="list-style-type: none"> 1. Advocate with the Legislature and DOE for EPS funding formula and full EPS funding levels. 2. Advocate with the Legislature and DOE for equitable access to state and federal funds between CTE Centers and Regions. 3. Advocate with the Legislature and DOE for a formula approach which includes an allowance for yearly building maintenance, capital improvements and equipment costs. 4. Review and update the Perkins V state funding distribution annually and revise the Perkins V Plan to best achieve State Board CTE goals. 				
Outcomes: The expected outcomes of these actions will be ... <ul style="list-style-type: none"> 1. Result in statutory changes and funding which will eliminate inequities in the funding formula and levels. 2. Result in statutory changes which will bring equitable access to state and federal funding resources for CTE Centers and Regions. 3. Result in statutory changes and funding which include an allowance for yearly building maintenance, capital improvements and equipment costs. 4. Perkins V resources strategically deployed to advance State Board CTE goals. 				
Metrics: Success will be measured by: <ul style="list-style-type: none"> 1. Statutory and/or rulemaking changes for Outcomes 1-3. 2. Funding increases (or establishment as appropriate) and on-going funding for Outcomes 1-3. 3. Funding adjustments to conform to SBE strategic priorities. 				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Collect and analyze relevant and current CTE fiscal data from key sources.	Continue to update, refine, and analyze fiscal data to 1) monitor effectiveness of the implementation of any changes resulting from advocacy, 2) serve as a best available resource for continued advocacy, and 3) serve as a best available resource for the 131 st Legislature.	Continue to update, refine, and analyze fiscal data to 1) monitor effectiveness of the implementation of any changes resulting from advocacy, 2) serve as a best available resource for continued advocacy, and 3) serve as a best available resource for the 131 st Legislature.	TBD	TBD

Advocate for EPS funding formula, funding levels, in 2 nd Session of 130 th Leg. (especially LD 313).	Assessment of implementation of funding formula modifications OR continued advocacy on EPS funding formula and funding levels (131 st Leg.).	Ongoing assessment of funding formula and funding levels.	TBD	TBD
Advocacy for equitable funding for CTE Centers and Regions.	Advocacy for equitable funding for CTE Centers and Regions (131 st Leg.).	Advocacy for equitable funding for CTE Centers and Regions (131 st Leg.).	TBD	TBD
Advocacy with the Legislature and DOE to establish state capital equipment funding for CTE (beyond ARPA short term ARPA sources).	Renew advocacy with Legislature and DOE to establish state capital equipment funding for CTE with 131 st Leg.			
Advocacy in conjunction with SBE School Construction Committee for CTE capital funding for CTE facility construction.	Renew advocacy in conjunction with SBE School Construction Committee for CTE capital funding for CTE facility construction with 131 st Leg.		TBD	TBD
Advocacy in conjunction with SBE School Construction Committee for CTE renovation.	Renew advocacy in conjunction with SBE School Construction Committee for CTE renovation with 131 st Leg.	Continue advocacy in conjunction with SBE School Construction Committee for CTE renovation with 131 st Leg.	TBD	TBD
Advocate for renewal/expansion of middle school exploratory funding.	Advocate for renewal/expansion of middle school exploratory funding.	TBD	TBD	TBD
Annual assignment of Perkins V carry-over funds (if available) and state	Annual assignment of Perkins V carry-over funds (if available) and state	Annual assignment of Perkins V carry-over funds (if available) and state	Annual assignment of Perkins V carry-over funds (if available) and state discretionary	Annual assignment of Perkins V carry-over funds (if available) and state

discretionary funding for strategic priorities.	discretionary funding for strategic priorities.	discretionary funding for strategic priorities. Review split of federal funding between secondary and postsecondary CTE (in concert with Perkins V Strategic Plan review cycle). Review State Perkins V State Plan for renewal (Perkins V Strategic Plan review cycle).	funding for strategic priorities.	discretionary funding for strategic priorities.
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Goal 2: Encourage Expanded Program Opportunities

Rationale: Perkins V stakeholder discussions indicated that Maine should develop a cohesive CTE vision that includes more alignment between education pathways and labor market needs. Given its statutory role in Career and Technical Education, the State Board should continue its efforts to build robust, high quality, and comprehensive educational offerings that advance career and technical education opportunities.

Actions: The State Board of Education will continue its efforts to build robust, high quality, and comprehensive career and technical education offerings that meet labor market needs. These efforts should include increased experiences in grades 9-12 CTE program areas (with special emphasis on grades 9-10), exploratory experiences in 9th & 10th grades as well as middle school, and the development of extended learning opportunities.

Outcomes: The expected outcomes of these actions will be ...

1. Lead to expansion of exploratory programs designed to increase CTE interest both through life skills development and programmatic pathways. At the 9-10 grade levels the intent of exploratory program education is to develop an awareness of occupational and career alternatives; 2) relate class activities to potential avocation and CTE pursuits; 3) discover and develop individual talents, interests, and aptitudes related to the world of work and become aware of the choices available for education, training, and career opportunities in a manner free of sex bias or stereotyping; 4) apply problem-solving techniques to a variety of technological and societal situations; and 5) apply and reinforce basic academic skills including life management skills in practical situations.
2. Lead to expansion of career exploration and career awareness with a focus on middle school that continues through postsecondary study.
3. Lead to expansion of extended learning opportunities to enrich learning opportunities through validated experiences that take place outside of school such as internships, community service, apprenticeships, and other capstone experiences that focus both on the acquisition of skills and knowledge.

Metrics: Success will be measured by the realization of the outcomes listed above.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Collect and analyze alignment of workforce market data and CTE programs of study (Educate Maine).	Update collection and analysis of CTE program matrix and workforce needs.	Update collection and analysis of CTE program matrix and workforce needs.	TBD	TBD
Define the industry skill requirements for current labor market and future workforce.	Identify a cohort of emergent workforce programs and target their development. Advocate for emergent workforce program development.	Monitor cohort of emergent workforce programs and their development. Advocate for emergent workforce program development.	Evaluate 1 st cohort of emergent workforce programs. Consider 2 nd cohort of emergent workforce programs.	
Collect and analyze data on extended learning opportunities (ELO) programming best practices. Work with stakeholders to study barriers to ELO and potential solutions.	Advocate for emergent workforce internship programming. Explore possibility of collaboration between industry and DOL on internships. Consider pilot funding of internship programming.	Implementation of internship pilot programs.	Assessment of internship pilot programs. Round 2 of internship pilot programs	TBD
Study recent 9 th and 10 th program initiatives. Continue support for 9 th & 10 th grade program development.	Continue support for 9 th & 10 th grade program development. More clearly distinguish between exploratory and approved programs in 9 th & 10 th grade.		TBD	TBD

Continue middle school program initiatives. See also Goal 1, Milestone 7.	More clearly define the exploratory role of middle school initiatives. See also Goal 1, Milestone 7.	TBD	TBD	TBD
Sponsor statewide CTE workshop on emergent workforce trends.	Sponsor statewide workshop on CTE secondary/postsecondary alignment.		Sponsor statewide workshop on topics TBD.	Sponsor statewide workshop on topics TBD.
Investigate extended learning opportunities best practices.		Sponsor statewide workshop on extended learning opportunities.		

Goal 3: Promote CTE Program Alignment

Rationale: Extensive stakeholder input indicates that a primary focus for Career and Technical Education (CTE) in Maine is the development of flexible and fluid educational opportunities to allow students to have career and/or college options through nonduplicative pathways.

Actions: The State Board of Education will ...

1. Encourage and support initiatives for secondary/post-secondary alignment including better alignment and coordination between secondary CTE coursework and programs with college or university credits and programs.
2. Ensure congruence between CTE coursework and district-wide graduation requirements and standards.
3. Develop a cohesive CTE vision that includes more collaboration between education and workforce.
4. Provide a statewide framework for the seamless transition from secondary CTE education into the MCCS.

Outcomes: The expected outcomes of these actions will be the development of clearly defined career pathways with multiple entry and exit points beginning early in education and continuing into the workforce.

Metrics: Success will be measured by the realization of the outcome listed above.

Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Collect and analyze pathway and alignment data (Educate Maine).		TBD	TBD	TBD
Extend multi-year MOU on the alignment of	Institute a statewide framework for the	Provide system-to-system articulation agreements.	TBD	TBD

secondary and postsecondary CTE programs.	awarding of credits from secondary CTE to all MCCS institutions.			
Develop additional mechanisms of alignment between secondary CTE and post-secondary institutions.	Support and fund pilots for CTE/graduate alignment	Continue to support and fund pilots for CTE/graduate alignment	Support and fund pilots for CTE/graduate alignment	TBD
Develop models of congruence between CTE coursework & high school graduation requirements.	Pilot congruence models of CTE coursework and high school graduation requirements.	Assess pilot congruence models.	TBD	TBD

Goal 4: Reduce Systemic Barriers to CTE – increase access to CTE for all students by reducing systemic barriers such as high school scheduling, transportation, inequities between CTE centers and regions, special population accommodations, and educator credentialing.

Rationale: Stakeholder input to the SBE and DOE frequently includes discussion regarding impediments to the expansion and effective delivery of CTE programs.

Actions: The State Board of Education will engage DOE and independent 3rd party researchers to systematically identify, collect data on, and map out a comprehensive understanding of the systemic barriers to success for CTE students, programs, and employment.

Outcomes: The expected outcomes of these actions will be ...

1. Develop strategies to overcome identified barriers.
2. Seek collaborative efforts to implement best practices through a statewide CTE plan.
3. Focus statewide attention on the lack of congruence between CTE coursework and district-wide graduation requirements and standards.

Metrics: Success will be measured by the realization of the outcome listed above.

Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Collect and analyze systematic barrier data (Educate Maine).	Develop best practice recommendations.	TBD	TBD	TBD
Investigate models to create funding equity between centers and regions.	Develop best practice recommendations.	TBD	TBD	TBD

Investigate models to limit transportation barriers.	Develop best practice recommendations.	TBD	TBD	TBD
Investigate models to limit scheduling barriers.	Develop best practice recommendations.	TBD	TBD	TBD
Investigate models to limit special population barriers.	Develop best practice recommendations.	TBD	TBD	TBD

Goal 5: Promote CTE Outreach, Engagement, and Partnerships -- Maine has many initiatives around CTE, academics, postsecondary education, and workforce. However, through the years these areas have, for the most part, remained siloed at the state level. The Maine CTE Strategic Plan hopes to bridge some of these gaps in order to increase collaboration between initiatives and leverage resources to provide an educated and skilled workforce for the state.

Rationale: Stakeholder discussions indicate that more communication is needed between CTE stakeholders and the workforce which seek specific strategies for joint planning, alignment, coordination, leveraging of funds, and collaboration. The State Board of Education can serve as a facilitator.

Actions: The State Board of Education will ...

1. Create and sponsor activities to promote strategic involvement with CTE stakeholders, educators, educational policy organizations, and industry to promote and support workforce development through CTE statewide.
2. Create and sponsor activities to promote involvement between CTE stakeholders, educators, and educational policy organizations to resolve systemic barriers to CTE development.
3. Create and sponsor activities to promote involvement between CTE providers at all levels for the development of clearly defined career pathways with multiple entry and exit points beginning early in education and continuing into the workforce.

Outcomes: The expected outcomes of these actions will be ...

1. Develop partnerships and collaborations to strategically promote and support CTE and workforce development statewide.
2. Develop partnerships and collaborations to address systemic barriers.
3. Develop partnerships and collaborations to address systemic barriers for the development of clearly defined career pathways with multiple entry and exit points beginning early in education and continuing into the workforce.

Metrics: Success will be measured by the realization of the outcomes listed above.

Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
See data collection milestones from Goals 1-4.	Additional data collection & analysis as needed.	TBD	TBD	TBD
Convene activities to promote strategic	Convene activities to promote partnerships and	TBD	TBD	TBD

involvement and planning with CTE stakeholders, educators, educational policy organizations, and industry to promote and support workforce development statewide in the context of LD 313.	<p>collaborations to address systemic barriers.</p> <p>Convene activities to promote multiple entry and exit points beginning early in education and continuing into the workforce.</p>			
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PRIORITY AREA: Certification & Higher Education				
Goal 1: Establish a multi-year plan for the advancement of Chapter 115 with consistent direction, information, and evidence-based decision making.				
Rationale: Maine is experiencing a workforce shortage in education. Different pathways to educator certification can expand credentialing without sacrificing the quality of personnel to help students meet the Learning Results standards. Without purpose, access to human expertise and high-quality informational resources, annual changes can undermine previous changes and cause undue confusion in the field.				
Actions: The State Board of Education will maintain a continuous dialogue with the Certification and Higher Education team, solicit recommendations on the current trends in educator certification needs, and learn of innovations in educator preparation programs around the country to augment the educator workforce of Maine and to enhance Chapter 115.				
Outcomes: The expected outcomes of these actions will be ...				
<ol style="list-style-type: none"> 1. Fewer barriers for candidates seeking initial certification. 2. Updates to Chapter 114 that better reflect current educator preparation programs. 3. State Board Rules that show ways Chapters 114 and 115 complement each other and strengthen the education professions. 				
Metrics: Success will be measured by:				
<ol style="list-style-type: none"> 1. Major stakeholders having the opportunity to provide input on changes to educator certificates and endorsements. 2. Public hearings held in person and virtually inviting written comments to ensure multiple stakeholders contribute comments. 3. Data collected by the DOE certification office comparing certificates and endorsements issued before and after the update to Chapter 115. 				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
January 2022 – Provisional Chapter 115 to the Education Committee for a public hearing and work sessions.	Implementation of Chapter 115.	Continued implementation of Chapter 115.	On-going	On-going

June 2022 – Final Adoption by the State Board of Education.				
Monitor and contribute to publicity on Chapter 115 to ensure stakeholders are informed of changes regarding the credentialing of education personnel.	Monitor and contribute to publicity on Chapter 115 to ensure stakeholders are informed of changes regarding the credentialing of education personnel.			
	Data collected by the DOE to compare number and type of certificates and endorsements issued before and after amendments to Chapter 115.	Data collected by the DOE to compare number and type of certificates and endorsements issued before and after amendments to Chapter 115.		
	Conduct survey in collaboration with MSSA about vacancies that could not be filled.	Review Chapter 115 for potential amendments to better meet workforce needs.	Review Chapter 115 for potential amendments to better meet workforce needs.	Begin APA process for Rulemaking of Chapter 115, should amendments be warranted.

Goal 2: Fully understand the role of educator prep programs in Maine, their impact on Maine students, and update rule Chapter 114 accordingly.
<p>Rationale:</p> <ol style="list-style-type: none"> 1. Each year Maine education preparatory programs graduate between 400-600 students. It is estimated that 40% of those graduates never apply for Maine certification, while annual Maine initial teacher applications range from 3,400 to 5,700 in recent years. Data are needed for a better understanding to move forward. 2. Proposed Chapter 115 changes allow the DOE certification office to accept community college coursework during transcript analysis. Maine residents with a bachelor’s degree can take additional courses necessary to be recommended for full certification.
<p>Actions: The State Board of Education will ...</p> <ol style="list-style-type: none"> 1. Investigate why recommended candidates from Maine educator preparatory programs do not apply for certification. 2. Align Chapter 114 to include community college program approvals. 3. Create a process in Chapter 114 to include certification and course approval to institutions that lack degree granting authority (Bachelor’s).
<p>Outcomes: The expected outcomes of these actions will be ...</p>

<ol style="list-style-type: none"> 1. Increase the number of Maine education preparation program candidates, provide meaningful renewal options, and contribute to an increase in a diverse educator workforce through Pathway 2 completers. 2. Chapter 115 will bridge the gap among educator workforce needs, higher education institutions, and student outcomes. 3. Increased recruitment efforts that will contribute to a more diverse educator workforce. 				
Metrics: Success will be measured by the realization of the outcomes listed above.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Feedback from the field on Chapter 114 through surveys and focus groups.	Review Chapter 114 and data gathered to determine what changes need to be made.	Final Adoption of amendments to Chapter 114 by State Board of Education.	Implementation of Rule Chapter 114.	On-going.

Goal 3: Investigate educator shortage factors and work with certification and higher education at the DOE and other key stakeholders to compile practical and impactful solutions.				
Rationale: Maine school districts are having a difficult time recruiting, hiring and retaining certified/endorsed educators. Reasons should be explored in order to address the problem.				
Actions: The State Board of Education will ...				
<ol style="list-style-type: none"> 1. Review current staffing by considering certification violations, waivers, emergency certificates, conditional certificates, and instances of hiring educators with “new” titles to avoid certification requirements. 2. Identify initiatives the DOE and the legislature have enacted to attract new candidates to the applicant pool as well as initiatives designed to retain current educators, including the recruitment of experienced educators who may have left the field. 3. Include an understanding of the US DOE educator shortage report, its impact, and implications to the educator landscape in Maine. 4. Identify strategies and methods being used by school districts to highlight open positions and explore job matching opportunities with the DOE. 				
Outcomes: The expected outcomes of these actions will result in a clear list of strategies to share with the DOE as possible recommendations for action.				
Metrics: Success will be measured by the realization of the outcome listed above.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Investigate reasons for educator shortages. Gather and examine national data. Focus on evidence-based decision making.	Provide DOE with recommendations.	Advise DOE on implementing 1-2 high-priority strategies.	Advise DOE on implementing 1-2 additional strategies.	Finalize and present Maine DOE with a list of additional strategies for identified solutions.

		Follow up on Action #1 to assess progress and report to the full State Board.	Follow up on Action #1 to assess progress and report to the full State Board.	
		Re-assess the recommendation list and amend as needed.	Re-assess the recommendation list and amend as needed.	

Goal 4: To consider student safety and well-being in the certification/endorsement process.				
Rationale: There has been discussion about removing evidence of good moral character for applicants seeking educator certification. Though the Criminal History Records Check exists, recent events in Maine schools raise concerns about the effectiveness of the CHRC in protecting PK-12 students. A better understanding of legal regulations and processes currently in place are necessary when making informed decisions on rules and proposed legislation.				
Actions: The State Board of Education will ... 1. Understand the role “good moral character” plays in the certification/legal process. 2. Investigate how new applicants are denied certification through background checks and the process current certificate and endorsement holders undergo when there are concerns raised. 3. Investigate the Model Code of Ethics for Educators provided for states by the National Association of State Directors of Teacher Education and Certification and determine if Maine should adopt a Code of Ethics for educators.				
Outcomes: The expected outcomes of these actions will be ... Public trust that PK-12 students are under the care of educators who demonstrate appropriate verbal, physical, emotional and social boundaries to promote the health, safety, and well-being of all students.				
Metrics: Success will be measured by having more than just a CHRC process in place to hold educators to high ethical standards.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Understand current educator misconduct regulations and processes to determine whether initiatives are needed to better address student safety and well-being.	Learn from practices in other states that address student safety and well-being in the certification/endorsement process.	Select an initiative that data indicates may be replicated in Maine.	Take steps to bring that initiative to fruition (e.g., Legislative Action).	Implementation of an initiative that establishes principles for ethical best practice and “good moral character” of educators in PK-12 school settings.

Goal 5: To support efforts to better our education system and prioritize the redesigning of schools so that education in 2026 looks different than in 2020.

Rationale: The Board was asked by Commissioner Pender Makin to share ideas for the use of ARP/ESSER funds to which the Board responded in April 2021. The State Board will continue working with the Commissioner to identify ways to better Maine’s education system into the future.

Actions: The State Board of Education will monitor the status of the three major areas it recommended to the Commissioner of Education: Infrastructure, transforming student and learning supports, and addressing mental health and promoting social emotional learning.

Outcomes: The expected outcomes of these actions will be ...
PK-16 and adult learner education in 2026 will be different than it was in 2020 before the COVID-19 pandemic.

Metrics: Success will be measured by the identification of ways that learner education in 2026 is different from 2020 in terms of school setting options, instructional delivery, assessment, and accountability.

Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Survey practitioners in the field, including higher education faculty in educator prep programs, about new trends in teaching and student services.	Continue dialogue with practitioners in the field about new trends in teaching and student services.	Make recommendations to the Maine DOE on <i>avant-garde</i> educator methods and student services that would generate persistence, academic rigor, and increase student engagement in learning. Ensure diversity, equity, and inclusion as part of all Maine DOE initiatives.	Identify and analyze ways education has changed since 2020 in terms of school setting options, instructional delivery, assessment, and accountability.	Finalize comparison of education in Maine from 2020 to 2026 to inform practice.

PRIORITY AREA: School Construction & Renovations

Goal 1: By 2026, the Maine State Board of Education will collaborate with the Maine DOE to create a statewide inventory and assessment of PK-12 public school facilities, including CTE Centers and Regions.

Rationale: To plan for future construction and renovation needs of schools in Maine, MSBE and MDOE need to know and understand the condition of schools throughout the state, including the types of schools, ventilation systems, sprinkler systems, presence of asbestos, and other mitigating factors.

Actions: The State Board of Education will ...

<ol style="list-style-type: none"> 1. Work with the MDOE to identify data to include in a statewide inventory of public schools in Maine and develop a template to ensure consistency of information gathered across all schools. 2. Review data gathered in the statewide inventory and assessment of school facilities. 3. Support MDOE staff or contracted professionals who will visit all PK-12 public schools to verify all information for consistency. 4. Accept the completed inventory by 2026. 				
<p>Outcomes: The expected outcomes of these actions will be ... The MSBE and the MDOE will have accurate data on which to plan and act for school construction and renovation projects.</p>				
<p>Metrics: Success will be measured by the completion and filing of the inventory and assessment by June 2026.</p>				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
In 2022, MSBE and MDOE will develop a template to gather facilities data on all PK-12 public schools, including CTE centers and regions.	In 2023, MDOE staff or contracted professionals will visit 1/3 of the PK-12 public schools to verify the baseline of electronic information submitted by SAUs for the inventory and assessment of their school facilities.	In 2024, MDOE staff or contracted professionals will visit 1/3 of the PK-12 public schools to verify the baseline of electronic information submitted by SAUs for the inventory and assessment of their school facilities.	In 2025, MDOE staff or contracted professionals will visit 1/3 of the PK-12 public schools to verify the baseline of electronic information submitted by SAUs for the inventory and assessment of their school facilities.	By June 2026, the statewide inventory and assessment of PK-12 public school facilities in Maine will be completed and accepted by MSBE.
MSBE and MDOE will advocate for funding to support the gathering of data on the condition of all public schools.				

<p>Goal 2: The Maine State Board of Education will collaborate with the Maine DOE to amend its rules to require standards for improved air quality and ventilation in Maine’s public schools by July 1, 2026.</p>
<p>Rationale: L.D. 705, which became law on July 15, 2021, requires standards governing air quality and ventilation in all public schools. They are to apply no earlier than July 1, 2022 and no later than July 1, 2026. Chapter 60 governs MSBE action in the siting of new school construction projects that receive state funding. Chapter 61 is a MSBE rule for Major Capital School Construction Projects. Chapter 125 is a joint MSBE and MDOE rule for Basic Approval Standards. This goal will enhance the health, safety, and performance of students and educators in public schools.</p>
<p>Actions: The State Board of Education will ...</p> <ol style="list-style-type: none"> 1. Open Chapter 60 and Chapter 61 and work with MDOE on Chapter 125 to amend the rules to require standards governing air quality and ventilation for all public schools. 2. Authorize the filing of proposed Chapters 60, 61, and 125 rules and the Administrative Procedures Act forms.

3. Adopt amendments to Chapters 60 and 61 and jointly with MDOE on Chapter 125 to meet the requirements of L.D. 705.				
Outcomes: The expected outcomes of these actions will be ... Standards governing air quality and ventilation will be required for all of Maine’s public schools and applied no later than July 1, 2026, thereby enhancing the health, safety, and performance of students and educators in Maine’s public schools.				
Metrics: Success will be measured by the MSBE and MDOE submitting provisionally adopted rules for final adoption to the Joint Standing Committee on Education and Cultural Affairs by January 4, 2022, followed by final adoption by the MSBE. It will also be measured by the number of public schools meeting the standards governing air quality and ventilation by July 1, 2026.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Fall 2021 – Open Chapters 60, 61, and 125 to require standards governing air quality and ventilation for all public schools.	2022-2023 – Collaborate with MDOE to monitor and support the implementation of air quality and ventilation standards in all public schools.	2023-2024 – Collaborate with MDOE to monitor and support the implementation of air quality and ventilation standards in all public schools.	2024-2025 – Collaborate with MDOE to monitor and support the implementation of air quality and ventilation standards in all public schools.	By July 1, 2026, all Maine public schools will be meeting the standards governing air quality and ventilation.
By January 4, 2022, MSBE and MDOE will present provisionally adopted rules for consideration to the Education Committee.	Provide testimony/ support additional funds to help schools meet the standards.	On-going	On-going	
Final adoption by MSBE.				

Goal 3: The Maine State Board of Education will advocate for funding to support Major Capital School Construction projects and the School Revolving Renovation Fund through 2026.
Rationale: The cost of school construction is increasing dramatically. The ability for MSBE to approve school construction projects is contingent upon Maine’s debt limit in statute. The debt limit should be raised as the cost for school construction increases. The School Revolving Renovation Fund should also be increased as repairs to schools become more costly. Schools in Maine are getting older and many do not have the systems to support the health and safety of students and educators working in them.
Actions: The State Board of Education will advocate by speaking/writing letters to legislators and/or providing testimony to the Education and Cultural Affairs Committee, Appropriations and Financial Affairs Committee, and other interested parties to increase the debt limit for school construction and to increase funding in the School Revolving Renovation Fund.
Outcomes: The expected outcomes of these actions will be ... 1. MSBE will have the capacity to keep its current pace in approving construction projects from the school construction priority list. 2. School districts will have the financial resources to address identified renovation needs through the School Revolving Renovation Fund. 3. Students and educators will work in buildings that that support their health, safety, and performance.

Metrics: Success will be measured by the number of school projects approved and amount spent for new construction in the next five years and the number of schools and the amount of funding received for renovations through the School Revolving Renovation Fund in comparison to the number of schools and the amount spent for construction and renovations in the last five years.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Speak or write to legislators/Testify on legislation that impacts school construction, including the debt limit.	Speak or write to legislators/Testify on bills to increase funding for Major Capital School Construction projects.	Speak or write to legislators/Testify in support of bills that would provide additional funding for school buildings and systems.	On-going	On-going
Speak or write to legislators/Testify on increased funding for the School Revolving Renovation Fund.	On-going	On-going	On-going	On-going
Seek additional funds to support school systems working toward an Integrated, Consolidated 9-16 Educational Facility.	On-going	On-going	On-going	On-going
Speak or write to legislators/Testify in support of additional funding to increase CTE physical space and equipment.	On-going	On-going	On-going	On-going

Goal 4: The Maine State Board of Education will establish a new rating cycle for the Major Capital School Construction Program by the spring of 2026.

Rationale: Periodically, the MDOE and MSBE identify the needs for school construction projects in Maine. Previous rating cycles were released for 2010-2011 and for 2017-2018. The process should be repeated for a new release in 2025-2026 to replace schools where the cost of replacing outdated systems, upgrading life and safety deficiencies, and accommodating program expansions within existing PreK-12 schools far exceeds the cost of building a new facility.

<p>Actions: The State Board of Education will ...</p> <ol style="list-style-type: none"> 1. Determine if changes in rule Chapter 61 and the project rating system are needed and if so, go through the state rulemaking process to make the changes. 2. Approve the final priority lists for 2025-2026 and subsequently approve projects for construction based on a rating of the overall needs of the evaluated school facilities as defined in Chapter 61, Rules for Major Capital School Construction Projects. 				
<p>Outcomes: The expected outcomes of these actions will be ...</p> <p>As the result of establishing a new rating cycle for school construction projects, a 2025-2026 Rating Cycle, Major Capital School Construction Program Priority List, and an Integrated, Consolidated 9-16 Educational Facility Priority List will be released by the spring of 2026. New schools will be constructed to provide health and safety upgrades, updated and efficiently operating building systems, and adequate space for program changes where the need is greatest.</p>				
<p>Metrics: Success will be measured by the release of a 2025-2026 Rating Cycle, Major Capital School Construction Program Priority List and an Integrated, Consolidated 9-16 Educational Facility Priority List approved by MSBE by the spring of 2026.</p>				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Continue to approve school construction projects from the 2017-2018 Rating Cycle Priority List and final site, concept, design & funding, and final funding approval of all school construction projects.	Review Chapter 61 to determine if changes should be made and if so, proceed to make those changes through the Maine Administrative Procedures Act.	Initiate the process for a new round of state supported school construction projects. Announce construction applications and timeline.	SAUs submit applications. MDOE Facilities Team does ratings and on-site work.	MDOE Facilities Team finalizes ratings and on-site work. Construction Committee will weigh in to make a recommendation to MSBE. Approve the 2025-2026 Major Capital School Construction Proposed Priority List.
Work with the MDOE Facilities Team to strategize on ways to make the most efficient use of state resources in school construction.	Strategize on ways to make the most efficient use of state resources in school construction, to include a new proposal for an Integrated, Consolidated 9-16 Educational Facility Rating Cycle.	Finalize proposal for an Integrated, Consolidated 9-16 Educational Facility Rating Cycle. Announce construction applications and timeline.	MDOE Facilities Team receives and rates applications.	Complete ratings and on-site work. Construction Committee will weigh in to make a recommendation to MSBE. Approve the 2025-2026 Integrated, Consolidated 9-16 Educational Facility Proposed Priority List.

Approved: December 15, 2021 – Vote: 7-0-0