

STATE GRANT SUBMISSION CHANGES

As the Maine State Plan for the Carl D. Perkins grant is now in its ninth year, some of the dates and events reflected refer back to CTE program activities that were taking place nine years ago. Since that time the Maine Commissioner of Education has also changed and the current Acting Commissioner of Education is Thomas A. Desjardin. When the Carl D. Perkins Act is reauthorized by the United States Congress, Maine will write new state plan which will focus on the initiatives of the new Act. The Maine State Board of Education will be a key player in those discussions and the plan development.

For the Perkins 2015-2016 grant the State of Maine will continue to focus on the key areas of our original State plan, but we have revised/updated parts of II.2.A. of Program Administration where work has moved beyond our goals outlined in 2007/2008. Maine's revisions/updates include:

- The focus from NCLB to ESEA;
- Update of the Maine Learning Results to incorporate the Common Core State Standards to assure Maine students are college and career ready;
- The Maine Comprehensive Assessment System (MeCAS) is changing from SAT to Smarter Balance;
- Maine has legislated Proficiency Based Education for secondary graduation requirements;
- Chapter 313, Section 8306-B of Title 20-A of the Maine Revised Statutes in 2011 mandated CTE program National and/or State Standards;
- The 127th Maine Legislature revised Chapter 313, Section 4801, 2-A of Title 20-A of the Maine Revised Statutes in 2011 to mandate regional school calendars to align the school calendars of sending high schools with the school calendars of the career and technical education programs within regions;
- Maine has moved focus from CTE program standards to third party assessments and certifications to align CTE education with industry needs as standards were mandated in 2011;
- Maine legislation LD1865 was enacted to require the Maine Community College System to develop and memorandum of understanding to establish a process reviewing secondary CTE certifications to determine college credit to be awarded on successful completion;
- Comprehensive Early College Program was a new initiative to provide secondary CTE students with academic concurrent credit opportunity was legislated in 2014;
- Maine has continuously increased the required number of programs of study each year towards the goal of 50% of programs by 2017;
- The data provided by the secondary CTE schools is now integrated with the EDEN ED Facts system;

- Maine Department of Labor updated Rules Governing Hazardous Occupations for Minors Under the Age of Eighteen in Non-Agricultural Employment allowing for mentorship opportunities;
- Development of a mentorship program for secondary CTE programs with MDOL. This will provide mentorship opportunities for students when/if there are no pre-apprenticeship opportunities available;
- Maine's Comprehensive School Review process has evolved and is now done at 6 year intervals instead of 10;
- Maine's Certification process for secondary CTE teachers has been revised to be more relevant for CTE education;
- Local Program Improvement plans have become more detailed and are reviewed twice a year for progress;
- Maine's Education Commissioner appointed the CTE Director as the a designee to the State Workforce Investment Board under WIA;
- Work with Maine's Department of Labor to enhance data collection for secondary job placement continues, but is difficult without social security numbers; and
- CTE program equipment updates to assure programs align with the needs of business and industry and National standards.

II. PROGRAM ADMINISTRATION

A. Statutory Requirements

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

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

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

Academic Attainment

Carl Perkins Performance Measure(s)

Secondary:

1S1 Academic Attainment – Reading/Language Arts

1S2 Academic Attainment – Mathematics

(Determined by NCLB-ESEA percentages negotiated for Maine)

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

Postsecondary:

N/A

All students in Maine career, postsecondary and citizenship ready

The Maine Department of Education updated the Maine Learning Results in 2011 to include Common Core State Standards as the standards for English language arts and math, better preparing our students for success in college, career and civic life by creating deeper, more rigorous and clearer expectations for learning. Maine statute requires that schools provide instruction in eight content areas: Career and Education Development, English Language Arts, Health Education and Physical Education, Mathematics, Science and Technology, Social Studies, Visual and Performing Arts and World Languages. The standards for those eight content areas are included in the Maine Learning Results. For math and English language arts,

Maine has incorporated the Common Core State Standards into its Learning Results. In science, Maine is one of 26 states participating in the development of Next Generation Science Standards, recently reviewed and revised the Maine *Learning Results*. The standards are now called “*Learning Results-Parameters for Essential Instruction*”-These are the academic learning standards which all Maine students must meet for high school graduation. The goal for all students is that they will graduate career, postsecondary and citizenship ready. “*Learning Results-Parameters for Essential Instruction*”-These College and Career readiness standards are internationally benchmarked expectations for student learning in math and English language arts are for ALL students, and ALL students are expected to achieve the same high standards of learning. This is the only set of academic standards in the State and CTE students are expected to master the same set of academic standards as non-CTE students (SEC. 2. PURPOSE (1 and 7))

Hold all students to high academic standards

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

~~NCLB~~-ESEA measurements for all students

What is measured matters. Educational assessments provide timely, accurate information about the skills and academic growth of students, schools and the state as a whole. They also ensure schools are held accountable for the progress of their students. The Maine Comprehensive Assessment System (MeCAS) provides educators and parents valuable tools to understand where every public school student is and where they may need additional support to become college and career ready by graduation. In addition to the assessments offered by the State, individual districts may choose to use their own local assessment instruments and/or teacher-developed classroom assessments.

The Maine Educational Assessment (MEA) includes required assessments in mathematics, English language arts/literacy, science and English language proficiency. Starting in the spring of 2015, Maine will use the MEA in Mathematics and English Language Arts/Literacy, developed by the Smarter Balanced Assessment Consortium, as its annual statewide assessment. ~~Maine’s eleventh grade assessment, the SAT Maine initiative, was first administered to all eleventh grade students in spring 2006 after many years of students being assessed using the Maine Educational Assessment (MEA). Maine uses the SAT to measure Adequate Yearly Progress for all high school students using the SAT scores in reading and math as well as high school graduation rates. There is no difference in expectation for CTE students and the CTE student scores are included with those of the other students.~~

~~In academic year 2005-2006, as part of Maine’s “graduating all students career, postsecondary, and citizenship ready” commitment, Maine replaced the grade 11 Maine Educational Assessment~~

(MEA) with the SAT for State and federal accountability requirements. The mathematics portion of the SAT has been augmented to meet federal alignment requirements and in 2008 there will be a Science exam administered to grade 11 students as required by NCLB. For NCLB accountability, all Maine third year high school students are required to take the SAT and its augmentations. In support of this initiative, the state provides 24/7 365 access to the College Boards online SAT preparation course for all Maine high school students educated at public expense or home schooled. Prepme.com is providing free access to the online SAT test preparation course for every high school junior in Maine for three years. The assessments will be administered between March 16 and May 29, 2015 on dates determined at the local level to students in grades 3-8 and the third year of high school. The new MEA for Mathematics and ELA/Literacy replaces Maine's previous State assessments: the NECAP (grades 3-8) and the SAT (third year of high school). Additionally, the Maine DOE is providing to schools for optional use a suite of interim assessments that are aligned to the Maine Learning Results in math and ELA/literacy. These resources, developed by the Smarter Balanced as companion resources to the summative assessments, are anticipated in early 2015.

The Maine DOE is providing schools access to the Smarter Balanced Digital Library, a collection of more than 2,000 vetted formative assessment resources for grades K-12 including those related to instruction, assessment and professional development. These resources have been developed by educators from Maine and across the country will continue to expand. (SEC. 2. PURPOSE (1)) (See Addendums to Appendix I – High School Reform for information.)

Secondary Literacy

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

Career and Technical Education Mentor Training

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

Secondary - Literacy workshop Initiatives

In order to expand training in literacy strategies to all CTE schools, Maine will also continue its contract with PCGCRM to offer literacy workshops. Two-day workshop series will be offered

with two follow-up workshops offered in the spring. These workshops provide opportunities for CTE teachers to learn practical, student-tested literacy support strategies for use in the classroom. (SEC. 2. PURPOSE (1)(6)(7))

Promising Practices Statewide initiative

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

Leadership for Literacy Training for CTE Directors

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

Career and Technical Education Certification Test Analysis

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

Academic Integration

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

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

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

With the recent change to Proficiency Based Education secondary CTE faculty and secondary academic faculty will come together to find the intersections of CTE course work with required academic standards needed for graduation. While credit alignment and award is a local decision, MDOE is working to develop intersection guidance for academic standards. (**Appendix T- Workshop Agenda) Guidance**)

Numeracy

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

Professional Development for CTE and Academics/Partner Program Integration

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

Technical Skill Attainment

Carl Perkins Performance Measure(s)

Secondary:

2S1 Technical Skill Attainment

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

Postsecondary

1P1 Technical Skill Attainment

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

A big focus of our skill attainment initiative is to provide certification for CTE students that are aligned with the employability skills needed by industry. By choosing State and National Standards for our secondary programs, Maine CTE students will have skill sets that are transferrable between employment in Maine and across the country. In addition, The State Director-A member of the Maine Department of Education CTE team continues to be the Commissioner's designee to the State Workforce Investment Board.

Equipment acquisition, teacher certification and new program startup will help to keep Maine CTE current with industry needs and national skill standards. As CTE teachers align curriculum with nationally recognized skills standards, there will be the requirement in many of the skills areas that the programs meet certification standards and that the teachers are certified in their program area and certified to teach and assess the standards. This presents concerns for directors and advisory boards of Maine's CTE schools, as the costs of equipment to meet program

certification requirements and the cost of supporting an instructor in achieving industry certification may be a burden on the school. With this in mind, Maine CTE will continue the discussions and seek ways to support the certification of programs and teachers in industry skills standards.

In his 2015 Biennial Budget Governor LePage has proposed funding in his general purpose aid for local schools budget to assist CTE centers in attaining national industry certification. (If passed the funds will pay for equipment upgrades, staff training, new student assessments for industry certification, etc.).

National and State defined skills standards

The requirement for career and technical education (CTE) programs and courses to use industry standards, and the manner in which those standards are chosen, is set forth in Chapter 313, Section 8306-B of Title 20-A of the Maine Revised Statutes. Each Maine CTE program has adopted one or more national or state-level standards tied to the needs of business and industry. (See our website for a complete list of approved standards <http://www.maine.gov/doe/cte/schools/programsandstandards.html>; and see Maine's Revised Statutes for the law <http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec8306-B.html>.) ~~It is a goal for CTE in Maine to have all CTE students in Maine working toward National and/or State defined skills standards. To accomplish this goal Maine will:~~

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

Skill assessments

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

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

In 2014 a committee of CTE Directors and MDOE staff began work to choose and validate assessments that align with the approved CTE program standards. This committee will assure

that the assessments chosen will cover all aspects of the CTE program to assure skill attainment. (See **Addendums to Appendix S** for details.)

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

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

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

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

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

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a ~~2-year and a 5-year~~ follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments. **The review process has been updated to now review schools every 18 months. Full reviews happen every 6 years instead of every 10 years with an onsite revisit at the 3 year mark instead of the 5 year mark.**

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

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

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

Postsecondary participation in recent TAACCCT grants incorporates student certifications and dynamic skills audits. In addition, the Community College program review process for new programs includes assessment of skills gaps and coordination of employer requirements/curriculum.

Appendix S – Technical Skill Guidance

School Completion, retention and transfer

Carl Perkins Performance Measure(s)

Secondary:

3S1 Secondary School Completion-CTE school completion

Postsecondary:

3P1 Student Retention or Transfer

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

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

Career and Technical Student Organizations (CTSOs)

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

Special Populations

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

Members of special populations include:

- individuals with disabilities;

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

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

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

Articulation/~~Dual~~ Concurrent Enrollment (Secondary/Postsecondary)

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

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

During the process of developing Enhanced Articulation, it was determined that transcribed concurrent enrollment and transcribed postsecondary credit for secondary CTE certifications were the best options for secondary CTE students. Maine legislation was enacted to require the Maine Community College System to develop and memorandum of understanding to establish a process reviewing secondary CTE certifications to determine college credit to be awarded on successful completion. (LD 1865

<http://www.mainelegislature.org/legis/bills/getPDF.asp?paper=SP0650&item=1&snum=125>) (Copy of MOU Addendum 1 and Credit for Secondary CTE Industry Certificates Addendum 2 to F – Enhanced Articulation Agreement Template;)

In addition, the Comprehensive Early College Program was a new initiative to provide secondary CTE students with academic concurrent credit opportunity was legislated in 2014. This program allows secondary CTE students to earn up to 30 transcribed, postsecondary credits in core academic courses such as English, Math, Science, and Civics. In his 2015 Biennial Budget Governor LePage proposed continued funding in his general purpose aid for local schools to support the Comprehensive Early College Program for two more years.

At the postsecondary level the Maine Community College System has increased focus on completion by implementing programs to help with adequate preparation, retention and advising through graduation. In addition, dozens of 2 year to 4 year articulations now exist between the community colleges and their partnering 4 year institutions to encourage transfer into Baccalaureate degree offerings. The community colleges are also working with their partnering 4 year institutions to reverse transfer credits as a way to award credentials to students who move on prior to their 2 year completion.

Graduation Rates, Credential, Certificate or Degree

Carl Perkins Performance Measure(s)

Secondary:

4S1 Student Graduation Rates

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

ESEA

Postsecondary:

2P1 Credential, Certificate, or Degree

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

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

Secondary – research grade 9-12 programs

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

Secondary – research exploratory programs as part of a career pathway

Maine will consider the possibility of offering exploratory CTE programs to students. Interest has been expressed by several schools to offer exploratory programs as part of a sequence of courses. Many exploratory programs are currently offered in many of Maine's secondary CTE schools and applications continue to be developed and approved.

Develop Programs of Study secondary to postsecondary

A focus of the five-year Perkins State Plan is the development of Articulation, Enhanced Articulation, and Programs of Study Agreements between secondary and postsecondary institutions for CTE programs offered at both levels. New secondary programs will not be approved by the Maine Department of Education unless they have a postsecondary component.

This will necessitate a change in Maine Department of Education Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs. (SEC. 2. PURPOSE (2) (6))

Maine has continuously increased the required number of programs of study each year towards the goal of 50% of programs by 2017. (Copy of current Program of Study list Addendum 1 H - Programs of Study.) In addition, Maine is focusing on the 10 elements of rigorous Program of Study to move current programs of study into the future.

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

Maine is in the process of redesigning its secondary education system. The goal is to make certain that ALL Maine students are ready for career, postsecondary, and citizenship when they graduate from high school through proficiency based education. Proficiency-based education refers to any system of academic instruction, assessment, grading and reporting that is based on students demonstrating mastery of the knowledge and skills they are expected to learn before they progress to the next lesson, get promoted to the next grade level or receive a diploma. In Maine, academic expectations and “proficiency” definitions for public-school courses, learning experiences, content areas and grade levels are outlined in the [Maine Learning Results](#) which includes the [Guiding Principles](#), expectations for cross-disciplinary skills and life-long learning, and eight sets of content-area standards, including the Common Core State Standards in English language arts and mathematics. (Title 20-A §4722-A. **Proficiency-based diploma standards 2.** Students must be allowed to gain proficiency through multiple pathways, as described in section 4703, and must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments, portfolios, performance, exhibitions, projects and community service.)

The general goal of proficiency-based education is to ensure that students acquire the knowledge and skills that are deemed to be essential to success in school, higher education, careers and adult life. If students struggle to meet minimum expected standards, they receive additional instruction, practice time and academic support to help them achieve proficiency, but they do not progress in their education until expected standards are met.

~~In order to accomplish this, the Commissioner of Education will submit to the Legislature, as part of the high school redesign, recommendations regarding core courses, staffing, curriculum, instruction, assessment, professional development and school approval. These new requirements will be for ALL Maine students and apply to ALL public high schools in Maine.~~

Maine changed its vehicle for the measurement of academic achievement from the ~~Maine Education Assessment Test~~ to the ~~Maine High School Assessment~~ which has the SAT as its core in mathematics, reading, and writing to the Maine Comprehensive Assessment System (MeCAS). MeCAS provides educators and parents valuable tools to understand where every public school student is and where they may need additional support to become college and career ready by graduation. In addition to the assessments offered by the State, individual districts may choose to use their own local assessment instruments and/or teacher-developed classroom assessments.

The Maine Educational Assessment (MEA) includes required assessments in mathematics, English language arts/literacy, science and English language proficiency.

Starting in the spring of 2015, Maine will use the [MEA in Mathematics and English Language Arts/Literacy](#), developed by the Smarter Balanced Assessment Consortium, as its annual statewide assessment. In addition a Maine-specific science test and second mathematics test are used. These were administered for the first time in spring 2006, and are required of every 11th grade student as the measure of academic achievement. Maine also has changed its definition of graduation rate to that which is suggested by the National Governors Association.

The 127th Maine Legislature revised Chapter 313, Section 4801, 2-A of Title 20-A of the Maine Revised Statutes in 2011 to mandate regional school calendars to align the school calendars of sending high schools with the school calendars of the career and technical education programs within regions. There may not be more than 5 instructional days on which one or more of the school calendars of the school administrative units affiliated with a career and technical education center or one or more of the school calendars of the school administrative units within a career and technical education region are not aligned with the regional school calendar. A school administrative unit which fails to comply with this section may not receive its state school subsidy until it provides for future compliance. This process has made it easier for students to attend CTE programs and to meet the required CTE standards.

Placement

Carl Perkins Performance Measure(s)

Secondary:

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

Postsecondary:

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

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

Placement initiatives

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

- Accuplacer
- Programs of Study
- Apprenticeship
- Internships
- Speakers from Business and Industry

- Student Portfolios
- PSAT for all grade 10 and all grade 11 students
- SAT for all 11th grade students
- Required Articulation and enhanced articulation agreements
- Third party endorsement
- **Mentorship.**

Stronger ties with Business and Industry

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

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

Explore data collection possibilities

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

The data provided by the secondary CTE schools is now integrated with the EDEN EDfacts system. In addition the data for local program improvement plans has been incorporated into the online grant system and is much more detailed to show steps to be taken and the demonstration of measurement increase. These plans are thoroughly reviewed during the two required reports.

Secondary-expand pre-apprenticeship opportunities

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

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

Maine Department of Labor updated Rules Governing Hazardous Occupations for Minors Under the Age of Eighteen in Non-Agricultural Employment. These changes outline the conditions that must be met for students to participate in live work opportunities. In addition, Maine is working on a mentorship program to allow secondary students within programs without apprenticeships

to participate in live work opportunities. (Rule website http://www.maine.gov/labor/labor_laws/publications/minorsguide.html)

Postsecondary- expand apprenticeship opportunities

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

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

The community colleges now have career counselors to assist with resume writing, interviewing techniques, and career planning for students, and who coordinate job fairs on campuses. Where apprenticeship opportunities exist, the community colleges offer Trade and Technical Occupations degrees that award credit for apprenticeship hours.

Nontraditional Placement

Carl Perkins Performance measure(s)

Secondary:

6S1 Nontraditional Participation

6S2 Non-Traditional Completion

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

Postsecondary:

5P1 Nontraditional Participation

5P2 Nontraditional Completion

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

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

Nontraditional statewide and local activities

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

Maine will retain its gender equity coordinator. This position (MOA Coordinator) also serves as the team leader for the Methods of Administration site review process described above, which is one of the tools used to foster gender equity in Maine schools. Maine will continue activities at the secondary CTE schools which provide both the opportunity for nontraditional students to

explore nontraditional careers and support for students who choose to enroll in nontraditional programs. Maine has offered awareness programs such as the “Totally Trades” days for high school girls.

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

- (a) CTE programs of study that may be adopted by local educational agencies and postsecondary institutions to be offered as an option to students (and their parents as appropriate) when planning for and completing future coursework for career and technical areas:**
 - i. Programs of study that incorporate secondary education and postsecondary education elements;**
 - ii. Include coherent and rigorous content, aligned with challenging academic standards, and relevant career and technical content in a coordinated, non-duplicative progression of courses that align secondary education with postsecondary education to adequately prepare students to succeed in postsecondary education;**
 - iii. May include the opportunity for secondary education students to participate in dual or concurrent enrollment programs or other ways to acquire postsecondary education credits; and**
 - iv. Lead to an industry-recognized credential or certificate at the postsecondary level, or an associate or baccalaureate degree;**

Program of Study Defined

A program of study is a planned sequence of courses that integrates high quality core academic knowledge with technical and occupational skills and knowledge. Programs of study lead to an industry recognized credential or certificate at the secondary or postsecondary level, or a postsecondary associate or baccalaureate degree. Programs of study will be developed in partnership with secondary schools, postsecondary schools, employers, industry groups and other stakeholders to create curriculum and to support academic, technical and workplace standards. . At the secondary level, academic rigor is ensured through the connections to “~~Learning Results-Parameters for Essential Instruction~~” **Maine Learning Results (MLR) and Elementary and Secondary Education Act (ESEA) No Child Left Behind (NCLB)** accountability measures. Each secondary and postsecondary institution is required to have 1 program of study by July 1, 2009. **The number of required Programs of Study have continuously increased towards the goal of 50% of programs by 2017.**

- **Programs of Study**

- o % of secondary Programs of Study required:
 - 1 by 7/1/2009
 - 20% by 7/1/14
 - 30% by 7/1/15
 - 40% by 7/1/16
 - 50% by 7/1/17

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

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

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

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

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

Appendix H – Programs of Study

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

Articulation Program Objectives

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

Role of the Institutions

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

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

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

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

Maine Enhanced Articulation defined

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

Proposed Process Outline:

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

Maine developed two enhanced articulation agreements with the Community Colleges using the original definition. As this process was cumbersome and not highly utilized, Maine has changed to allow agreements to be developed where only some of the secondary schools have aligned programs.

During the process of developing Enhanced Articulation, it was determined that transcribed concurrent enrollment and transcribed postsecondary credit for secondary CTE certifications were the best options for secondary CTE students. Maine legislation was enacted to require the Maine Community College System to develop and memorandum of understanding to establish a process reviewing secondary CTE certifications to determine college credit to be awarded on successful completion. (LD 1865 <http://www.mainelegislature.org/legis/bills/getPDF.asp?paper=SP0650&item=1&snum=125>) (Copy of MOU Addendum 1 and Credit for Secondary CTE Industry Certificates Addendum 2 to F – Enhanced Articulation Agreement Template;)

Types of Articulation Agreements

Dual Concurrent Credit

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

Escrow Credit

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

Time Consideration

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

Statewide Initiatives

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

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

Appendix I **High School Reform**

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

The secondary CTE schools communicate their programs to parents and community members in several ways. All of the schools have booklets or brochures listing their programs and these are made available to students as they transition to high school. Most of the schools conduct open houses, usually during CTE week, so that the parents, businesses and community members can see firsthand the program offerings available to students. The programs offered are listed on each

school's website. <http://www.state.me.us/education/it/directory/schools.htm>
<http://www.maine.gov/doc/cte/schools/schools.html>

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

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

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

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

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

The Maine Community Colleges use their program advisory committees to:

- assess the needs of the community, region or State as related to program offerings;
- formulate recommendations for the improvement of instructions and facilities;
- assess program and course offerings as related to program objectives;
- assist in the alignment of the program(s) offered by the college with employment opportunities;

- assist in the development of long-range program goals;
- advise on revision of objectives for program(s) as warranted by study and/or evaluation;
- serve as an avenue of communication between the program and the public served; and
- evaluate annually the progress made toward established goals.

These committees are made up of representatives of the community that reflect gender, race, age, occupation, socioeconomic status, geographical location and other locally appropriate factors.

There is a balance between large and small employers and membership includes:

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

Schools also use local, State and federal dollars to purchase equipment that is needed. As programs become nationally certified, they must obtain specific pieces of equipment that are prescribed by the certifying authority and these pieces of equipment must be updated as required. A new state funding formula based on the State’s Essential Programs and Services (EPS) model has been developed for CTE for possible implementation in 2010. **Due to unforeseen circumstances the implementation of the new formula has been moved out to 2017.** This formula will take into account the need for equipment, especially as it pertains to requirements under national standards. (Maine school organization <http://www.maine.gov/education/reorg/reorglaw.html>; <http://www.maine.gov/education/reorg/lawssummary20101208.htm>)

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

Please refer to:

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

i. Promote continuous improvement in academic achievement

Maine will continue to promote academic achievement through implementation of its academic standards, the “Learning Results-Parameters for Essential Instruction”. The Commissioner will be implementing new rules for secondary courses and graduation requirements. There will continue to be a statewide focus on academic achievement and the Department of Education will continue to provide professional development and technical assistance to the field to help schools

improve curriculum, instruction and assessment. All students will adhere to the Maine's NCLB ESEA plan and its requirements for academic achievement.

ii. Promote continuous improvement in technical skill attainment

Maine **has implemented** ~~is moving toward implementing~~ national standards for all CTE programs for which there are national standards. Maine will explore a process to update State standards in program areas for which there are no national standards. As with academic achievement, the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment.

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

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

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

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

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

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a ~~2-year and a 5-year~~ follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure. **The review process has been updated to now review schools every 18 months. Full reviews happen every 6 years instead of every 10 years with an onsite revisit at the 3 year mark instead of the 5 year mark.**

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

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

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

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

The Maine Community College system provides for:

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

the Transfer Agreement. This is particularly important for CTE students who choose to pursue a baccalaureate program in their major or a closely related field.

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

iii. Identify and address current or emerging occupational opportunities

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

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

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

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

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

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

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

schools in the State are the primary deliverers of the academic content and the CTE schools are the primary deliverers of the skill content.

Because Maine's secondary CTE schools primarily deliver skill content, they must be in constant contact with high schools to support diploma requirements. Maine's secondary CTE programs have State standards that have been aligned to Maine's learning standards, the "Learning Results-Parameters for Essential Instruction". There is ongoing communication between high schools and secondary CTE schools regarding diploma requirements. MDOE distributes updates on State mandated diploma requirements to secondary CTE schools. MDOE's literacy and numeracy initiatives strengthen the academic rigor in secondary CTE programs.

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

See Appendix K

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

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

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

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

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

A full range of quality career and technical education programs has been defined by the State Board of Education in the Criteria of Program Quality, adopted on December 8, 1993 and revised on April 14, 1999. As part of the 5-year plan these will be reviewed and revised. Included are comprehensive, competency-based, and outcome-oriented specific occupational

preparation and technical education programs, apprenticeship preparation and apprenticeship training programs, technical and professional preparation programs, youth apprenticeship/career internship programs, cooperative education, and career preparation programs which are offered at secondary CTE schools.

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

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

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

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

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

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

- Program Improvement
 - Integration of academics
 - Promotion of literacy
 - Promotion of numeracy
 - Skill standards development including nationally recognized skills standards
 - Skill assessment development
 - Equipment enhancement
 - Program evaluation

- Secondary/postsecondary partnerships—articulation, dual enrollment, career pathways, programs of study
- Support of nontraditional programs/activities
- Data collection and use
- Professional development

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

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

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

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

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

ii. At the postsecondary level that are relevant and challenging

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

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

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

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

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

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

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

Program of Study defined

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

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

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

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

- Continue Comprehensive School Reviews – secondary schools
- Local Plan review
- Continue program reviews

- School liaisons
- Continue the MCCS Board's process for program review

Continue Comprehensive School Reviews – secondary schools

Maine conducts in-depth Comprehensive School Reviews (CSR). Each school conducts a self-study the year prior to the Department of Education visit. The review typically extends over 4 days with a team of State consultants and representatives from the field visiting the CTE school. The team looks at programs, curriculum (including rigor, academic integration, and postsecondary articulation), instruction, assessment, equipment, facilities, school climate, community involvement, etc. A written report is provided to the school with commendations and recommendations for improvement. ~~The State has a schedule for site reviews and this year will develop a 2-year and a 5-year follow-up review cycle for every school.~~ The review process has been updated to now review schools every 18 months. Full reviews happen every 6 years instead of every 10 years with an onsite revisit at the 3 year mark instead of the 5 year mark.

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

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

Local Plan review

Each year there is an in-depth review of each local plan, including a financial review, before any money is allocated. ~~Maine is working with the new Uniform Grant Guidance to develop a pre-award risk assessment to be used beginning July 2015.~~ The local plans must meet all elements of a checklist that has been developed for plan reviews. In addition there is a desk audit that is required annually for all schools, including CTE schools. Maine has developed a web-based application and reporting system for the local education agencies for the submission of local plans and the website is structured so that progress reports are linked to the local plan's proposed expenditure of funds. Maine Department of Education will require that each school develop a program evaluation tool to review all CTE programs within the local school on an annual basis.

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

<http://www.maine.gov/doe/cte/schools/csr.html>

Continue program reviews

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

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

<http://www.maine.gov/doe/cte/schools/index.html>

School liaisons

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

MCCS Board's process for program review

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

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

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

Career and Technical Education Mentor Training

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

Secondary - Literacy Initiatives

In order to expand training in literacy strategies to all CTE schools, Maine will also continue its contract with PCGCRM to offer literacy workshops. Two-day workshop series will be offered

with two follow-up workshops offered in the spring. These workshops provide opportunities for CTE teachers to learn practical, student-tested literacy support strategies for use in the classroom. (SEC. 2. PURPOSE (1)(6)(7))

Promising Practices Statewide initiative

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

Leadership for Literacy Training for CTE Directors

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

Numeracy

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

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

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

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

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

~~Year 2 – Take and pass Praxis II Test~~

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

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

First Year:

* The person will have met the requirements for being eligible for a conditional certificate as outlined in Maine Rule Chapter 115

*The person 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 teacher 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 CTE Orientation course 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 person 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 teacher must meet the following requirements:

* Complete 6 credits (during this year) from remaining required coursework#

Third Year:

* The person 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 teacher 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 approved industry-related credential in the teaching area or take and pass an approved industry-related examination in the teaching area.

#During the three conditional certificates, complete a sequence of four approved pedagogical courses from an accredited institution. The courses will cover: Curriculum and Instruction, Assessment, CTE Shop Safety and Classroom/Lab Management, and Literacy in CTE.)

The M CCS strives to put CTE faculty that have both current licensure and a minimum of a Masters Degree in their field in the classroom. Faculty members on staff without these credentials are offered professional development to meet these standards. Faculty members with these credentials are offered professional development opportunities to update licensures in order to remain current with the industry and advance their higher education degrees.

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

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

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

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

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

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

All K-12 teachers in Maine must complete an approved course “Teaching Exceptional Students in the Regular Classroom” as part of the requirements for teacher certification. Maine CTE

teachers at each of the regions and centers are included in the Individual Education Plan (IEP) team meetings at the partner sending schools. Teachers also receive copies of the completed IEP. This information provides the teachers with the expectations established for each individual student.

MCCS faculty and administrators participate in professional development activities designed to address the needs of special populations. As postsecondary special population students are not required to self-disclose their disabilities it is important for administrators and faculty to recognize the signs of a disability in order to direct students towards the available help they need to succeed.

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

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

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

- 4. You must describe efforts that your agency and eligible recipients will make to improve—**
 - (a) the recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors, including individuals in groups underrepresented in the teaching profession; and**

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

The colleges of the MCCS use both local and national industry publications, newspapers, online resources and magazines to advertise for new staff and faculty. In addition local business and industry is an important feeder for licensed CTE faculty. The colleges will act affirmatively in such a way that individuals from traditionally under-represented groups will have notice or, and

an opportunity to be considered for, employment. Employees will be given competitive salaries and benefits, a supportive college atmosphere and good professional development opportunities.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Standards development

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

Skill assessment development

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

Program development

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

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

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

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

MCCS Board's process for program review

The Board of Trustees recognizes the importance of continuous improvement in the pursuit of excellence through self-evaluation and assessment to attain the highest quality of education and service; to assure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning. Therefore, each college shall annually apprise the Board of Trustees through the appropriate committee structure of the results of their evaluation/assessment of each academic program on a schedule that assures

that all academic program offerings will be assessed and updated as necessary on a 5-year cycle. (MCCS Policy 302, Program Reviews)

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

Perkins Technical Assistance

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

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

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

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

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

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

On an annual basis the ~~Maine Jobs Council~~, as the State Workforce Investment Board, will review data from the Center for Workforce Research & Information (CWRI)- formerly Labor Market Information (LMI) and generate a targeted list of occupations, thus allowing Competitive Skills Scholarship Program (CSSP) funds to be spent on related training. The Bureau of

Employment Services through the CWRI will provide information on High Skill, High Wage jobs in Maine. Maine Department of Labor will make this information available on their website.

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

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

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

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

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

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

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

B. Other Department Requirements

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

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

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

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

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

The individual colleges continue to work with WIA to increase the employability of Maine's citizens through higher education. WIA offices in Maine provide support to students attending MCCS colleges and they maintain a supply of updated MCCS information to make them available to their clients. As Maine's Workforce Investment Act Strategic Plan for 2012-2016 states, "Cross agency teams will include Maine CareerCenters, Maine's Small Business Development Centers, state, county, and municipal economic development entities, the Maine Manufacturer's Extension Partnership, the Maine Technology Institute, the Business and Continuing Education divisions of Maine's Community College System (MCCS), the University of Maine System economic development arm, and private industry associations. This will enable all workforce development stakeholders to work in collaboration in assessing needs, pooling resources, and in the promotion of training for workforce participants that will fill critical skills gaps." The colleges of the MCCS coordinate with WIA through the following:

- college administrators sit on local WIA boards, and currently an MCCS administrator serves on the State board;
- WIA member(s) sit on local college boards and advisory committees;

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

Appendices

- A – Summary of Public Law 2007, Chapter 240, Part XXXX
- B – Invitation and agendas from Stakeholders Groups/Public Hearings
- C – Strategic plan for CTE 2005
- D – Public Hearings
- E – Articulation Agreement Template
- F – Enhanced Articulation Agreement Template
 - MOU between MDOE and M CCS
 - List of M CCS Credit for Secondary CTE Industry Certificates
- G – Program of Study Agreement Template
- H – Programs of Study
 - List of 2014 Submitted Programs of Study
 - POS Increase memo
- I – High School Reform
 - MDOE information on move to Proficiency Based Education
- J – Online Grant Application
- K – Maine State Standards of Service for Students Who are Members of Special Populations
- L – Organizational Chart
- M – Negotiation Plans
- N – Formula distribution to eligible recipients
- O – Live Work Policy
- P – Part C Accountability Forms
- Q – Perkins III to Perkins IV Summary
- R – Perkins IV Work Plan
- S – Technical Skill Guidance
 - Assessment Guide
 - Assessment Protocol for Validating and Creating
- T (new) – Agenda CTE and Academic Standards Intersections Workshop

Appendix F
Enhanced Articulation Agreement Template

FY2016 update

Memorandum of Understanding between the Maine Department of Education and the Maine Community College System

Purpose

Enacted by the 125th Maine Legislature, 20-A M.R.S. § 12709(11-A) requires the Maine Department of Education (MDOE) and the Maine Community College System (MCCS) to enter into a memorandum of understanding that establishes a process by which the MCCS will review programs of the career and technical education centers and career and technical education regions that are using national industry or state certification standards to determine the nature and amount of college credit that must be awarded upon successful completion of an approved secondary school program. Credit must be awarded whether or not the student has matriculated in the college awarding the credit. Receipt of this credit does not entitle the student acceptance into the college awarding the credit.

Apart from the credit described above, CTE students may access college credit through participation in concurrent or dual enrollment courses offered by the colleges of the MCCS. These courses must comply with the Standards published by the New England Association of Schools and Colleges, Inc. Selection of instructors and subsequent evaluations, course content, and assessment procedures are the purview and responsibility of the community college providing the concurrent or dual enrolled course.

Finally, CTE students may access college credit through articulation agreements between an individual college of the MCCS and a secondary CTE Center or Region. These agreements are the responsibility of the participating MCCS colleges and the secondary CTE Center or Region, and will be maintained at a local level. This Memorandum of Understanding will not replace existing articulation agreements between MCCS colleges and secondary CTE Centers or Regions.

Responsibilities of Each Party

Maine Department of Education

1. The Commissioner will designate the State CTE Director as the primary contact for this work.
2. MDOE has mandated national industry or State certification standards for each Maine career program pathway. MDOE will provide the MCCS with the national industry or State certification standards for each career program pathway. MDOE will establish a process for the CTEs to request a review of additional standards and certifications.
3. Once MCCS has completed its review and determined the credits available, MDOE will publish on their website a listing of the credit awards available for the designated secondary CTE programs or portions of programs.

Maine Community College System

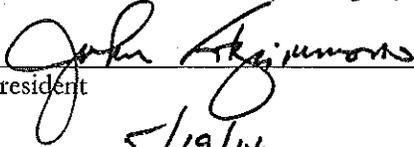
1. The MCCS President will designate the System's Chief Academic Officer as the point person for the Maine Community College System.

2. The Chief Academic Officer will receive requests for review of industry standards and State certifications.
3. The MCCC will utilize three possible pathways for awarding college credit
 - a. Successful completion of the national industry standards or state certification standard.
 - b. Participation in concurrent or dual enrollment courses offered by the colleges of the MCCC.
 - c. Through articulation agreements between an individual college of the MCCC and a CTE center.
4. The Chief Academic Officer, in consultation with the MCCC Academic Affairs Council, will determine whether credit can be awarded and in what amount, recognizing that the student's achievement must be validated by an evidence-based assessment in an equivalent course within the MCCC. In the case of industry certifications, achievement of the certification will serve as the assessment. The MCCC Academic Deans, in consultation with appropriate faculty members and department chairs, will determine these assessments for the state certification standards and when they are not specified in the specific articulation agreements or dual enrollment course syllabi.
5. Selection of instructors and subsequent evaluations, course content, and assessment procedures are the purview and responsibility of the community college providing the concurrent or dual enrolled course.
6. All credit awarded by one community college will be recognized across the MCCC for transfer, as established in the MCCC Internal Transfer Agreement.
7. Colleges of the MCCC will adhere to NEASC Standards in the awarding and transfer of college credits.

Jointly

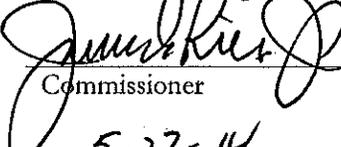
1. MDOE and MCCC agree that any disputes regarding this agreement should be resolved starting with the State Director of CTE and the MCCC Chief Academic Officer, and if no resolution is possible at that level, the final resolution shall come from the Commissioner of Education and the President of the Maine Community College System.
2. The Memorandum of Understanding will be reviewed three years from the date in which it was fully executed, to determine effectiveness, and then periodically as needed.

For the Maine Community College System



 President
 Date 5/19/14

For the Maine Department of Education



 Commissioner
 Date 5-27-14

**Maine Community Colleges
Credit for Secondary CTE Industry Certificates
2014-2015**

	Secondary CTE Program & CIP	Industry Certification Required for Credit	Credit Hours
1	Automobile/Automotive Mechanics Technology/Technician (47.0604)	Maine Motor Vehicle Inspection	1
2	Carpentry/Carpenter (46.0201); Construction Trades, General (46.0000) and others	Occupational Health and Safety Administration (OSHA)– 10 hour course	1
3	Carpentry/Carpenter (46.0201); Construction Trades, General (46.0000) and others	Occupational Health and Safety Administration (OSHA)– 30 hour course	3
4	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	CompTIA A+ (Exams 220-801 & 220-802)	6
5	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	CompTIA Network+ (Exam N10-005)	3
6	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	CompTIA Security + (Exam SYO - 301 or SYO - 401)	3
7	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	CompTIA Server + (Exam SKO-003)	3
8	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	CompTIA Linux+ (Exam LX0-101 and LX0-102)	3
9	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	Microsoft Server Administration Fundamentals (Exam 98-365)	6
10	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	Microsoft Networking Fundamentals (MTA Exam 98-366)	
11	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	Microsoft Security Fundamentals (Exam 98-367)	
12	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	Installing and Configuring Windows Server 2012 (Exam MCSA 70-410)	3
13	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	Microsoft Operating Systems Fundamentals (Exam 98-349)	2
14	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	Microsoft - Gaming Development Fundamentals (Exam 98-374)	2
15	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	Cisco - CCNA Routing & Switching (Exam 200-120)	3
16	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	Microsoft - Programming in HTML5 w/JavaScript and CSS3 (Exam MS 70-480)	3
17	Computer Installation and Repair Technology/Technician (47.0104); Information Technology (11.0103) and others	Querying Microsoft SQL Server 2012 (Exam 70-461)	3
18	Criminal Justice/Police Science (43.01.07)	Maine Criminal Justice Academy Law Enforcement Pre-Service Training Program-100 Hour	3
20	Culinary Arts/Chef Training (12.0503); Food Preparation/Professional Cooking/Kitchen Assistant (12.0505) <i>State-wide</i>	ServSafe (National Restaurant Association)	3
21	Electrician (46.0302) <i>State-wide</i>	Electrical Technology Program-2 year	3 at CMCC, EMCC, NMCC & SMCC 5 at KVCC 6 at WCCC
22	Emergency Medical Technology/Technician (51.0904)	National Highway Traffic Safety Administration (NHTSA) Nationally Registered Emergency Medical Technician (NREMT)	Meets Advanced EMS prerequisites OR Fire Science, 3 credits
24	Fire Science/Fire-fighting (43.0203)	Maine Fire Science Institute Firefighter (MFSI) 1 & 2 Certification	3 as elective
24	Machine Tool Technology/Machinist (48.0501) <i>State-wide</i>	National Institute of Metalworking Skills-Level I (NIMS)	3 at CMCC & KVCC 4 at NMCC, SMCC & YCCC
25	Small Engine Mechanics and Repair Technology/Technician (47.0606)	Equipment and Engine Training Council (EETC); Outdoor Power Equipment and Engine Service Association (OPEESA)	3-WCCC
26	Truck and Bus Driver/Commercial Vehicle Operation (49.0205)	Maine Commercial Driver License (CDL)	Credit for DIM 129-Commercial Driver's License at NMCC

Appendix H – Programs of Study
FY2016 update

Tiner, Donna

From: Norton, Nigel
Sent: Thursday, March 27, 2014 2:37 PM
To: 'Amy Boles'; 'Barry Lohnes'; 'Beth Fisher'; 'Bob Moholland'; 'Brenda Gammon'; 'Chris Downing'; 'Dave Keaton - Houlton'; 'David Dorr - Skowhegan'; 'David Morse'; 'Elizabeth Fisher'; 'Fred Woodman'; 'Glenn Kapiloff'; 'Jim Stopa'; 'Joel Austin'; 'Kenneth Johnson'; 'Mary Hawkes - Lincoln '; 'Mike Johnson'; Pat O'Neil; Peg Levasseuer; 'Peter Gagnon'; 'Peter Hallen'; 'Ralph Conroy'; 'Rob Callahan'; 'Roseanne Schacht'; 'Shawn Lambert'; 'Tim Prescott'; 'Todd Fields'
Cc: Tiner, Donna; Harvey, Margaret; Lagasse, Shawn; Littlefield, Dwight A; Robertson, Doug; Wood, Travis
Subject: Programs of Study Increase Due for 'FY 15
Attachments: Revised POS Template 3-27-14.xls; POS 20% Increase Sheet.xlsx

Importance: High

Hello CTE Directors,

Last spring we notified you that all CTE Centers and Regions would be required to increase their Programs of Study to a total of 20% all programs with a Federal CIP by the next Perkins Grant cycle, FY '15. So, for instance if you have 10 programs and one Program of Study you would need to add one additional to meet the 20% requirement for a total of two; if you have 15 Programs and one POS then you would need to add two for a total of three. Attached please find the spreadsheet which lists the current Programs of Study around the state and at your school for FY'14 and the 20% increase which will be required for the following year-FY'15. The increase for your Center or Region, if needed, is shown in **bold** in the lime-colored Column F. These additional Programs of Study are due by June 30th and should be submitted digitally as a PDF or mailed to the address below. Also, attached is the revised and simplified Program of Study template for your use.

Please contact me ASAP if you believe that these figures are in error or if you have any other questions. I have requested a delivery and read receipt to ensure that this information has been received and read.

Thank you,

Nigel Norton
CTE, CED Specialist
Maine Department of Education
#23 State House Station
Augusta, Maine 04333-0023
Phone: (207) 624-6745
Cell: (207) 215-2798

CTE-Learning that Works for Maine

Maine CTE Program of Study Submissions for FY 2013-2014	CTE Center or Region	Programs of Study (current)	Number of POS	Secondary Partners	Post-secondary Partners	Rigorous Program of Study progress (incorporates Articulation, Policy, etc.)
1	Bath RVC	Automotive Technology, Carpentry	Two	Boothbay, Lincoln Academy, Morse, Wiscasset	CMCC	
2	Biddeford RCT	Accounting, Architectural Design (Drafting), Business Administration, Medical Assisting	Four	Biddeford, Kennebunk, Old Orchard Beach, Thornton Academy	YCCC	
3	Capital Area TC	Culinary Arts, Machine Tool, Plumbing & Heating	Three	Cony, Erskine, Gardiner, Hall-Dale, Maranacook, Monmouth, Richmond, Winthrop	KVCC, SMCC	
4	Caribou RATC	Computer Electronics, Residential Construction, Welding	Three	Ashland, Caribou, Easton, Fort Fairfield, Limestone, Presque Isle, Washburn	NMCC	
5	Coastal Washington Cnty	Culinary Arts	One	Machias, Narraguagus, Jonesport-Beals	WCCC	
6	Foster Tech Center	Automotive Technology, Building Construction, Computer Technology, Graphic Communications,	Four	Mt. Abram, Mt. Blue, Rangely Lakes, Spruce Mt.,	CMCC	
7	Hancock County TC	Law Enforcement, Media Communications	Two	Bucksport, Deer Isle-Stonington, Ellsworth, Mount Desert Isle, Narraguagus, Sumner	Beal College, New England School of Communications	
8	Lake Reg. VC	Law Enforcement (2)	Two	Frye Academy, Lake Region, Sacoppe Valley	SMCC, CMCC	
9	Lewiston RTC	Accounting (w Technology), Business Management, Carpentry/Bldg. Trades, Information Technology, Law Enforcement	Five	Edward Little, Leavitt, Lewiston, Lisbon, Oak Hill, Poland	CMCC	
10	Mid-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)	Ten* (thirteen with multiples)	Lawrence, Messalonskee, Waterville, Winslow	CMCC, EMCC, KVCC, NMCC	
11	MSAD 24, Van Buren	Accounting, Certified Nursing Asst., Machine Tool	Three	Van Buren HS	NMCC	
12	PATHS-Portland	Auto Technology, Carpentry/Construction Technology, Welding	Three	Cape Elizabeth, Casco Bay, Deering, Falmouth, Gray-New Gloucester, Greely, Portland, S. Portland, Yarmouth	SMCC, EMCC	
13	Presque Isle RTC	Business Technology (& Accounting Systems); Early Childhood Education	Two	Ashland, Caribou, Presque Isle, Washburn, Fort Fairfield, Limestone, Mars Hill, Easton,	NMCC	
14	Reg. 2, S Aroostook	Early Childhood Ed; Law Enforcement* (2); Welding	Three* (Four w multiples)	East Grand, Hodgdon, Houlton, Katahdin	Beal College	
15	Reg. 3, N Penobscot	Building Construction Technology	One	Mattanawacook, PVHS, Schenck, Stearns	EMCC	
16	Reg. 4, UTC	Business Management, Carpentry, Electrical,	Three	Bangor, Brewer, Central, Hampden, Hermon, Old Town, Orono	EMCC	
17	Reg. 7, Waldo Cnty.	Computer Technology, Health Services, Welding,	Three	Bucksport, Belfast, Mountain View, Searsport	Beal College, KVCC	

18	Reg. 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)	Sixteen* (eight w multiples)	Camden Hills, Isleboro, Medomak, North Haven, Oceanside, Vinalhaven	CMCC, EMCC, KVCC, SMCC	
19	Reg. 9, Mexico	Automotive Technology, Computer Technology, Construction Technology, Medical Assistant, Precision Machining	Five	Dirigo, Mountain Valley, Telstar	CMCC, SMCC	
20	Reg. 10, Brunswick	Auto Collision, Auto Technology, Commercial Art, Culinary Arts/FT, Early Childhood, Health Occs., Welding	Seven	Brunswick, Freeport, Mt Ararat,	CMCC, NMCC, SMCC	
21	Reg. 11 Oxford Hills	Building Const., Computer Technology, Culinary Arts, Graphic Design, Graphic and Printing Technology, Law Enforcement	Six	Oxford Hills, Buckfield	CMCC	
22	Sanford RVC	Culinary Arts, Residential Wiring	Two	Marshwood, Massabesic, Noble, Sanford HS, Traip, Wells, York	SMCC	
23	Somerset CTC	Outdoor Resources	One	Carrabec HS, Madison HS, MCI-Pittsfield, Skowhegan HS, Upper Kennebec Valley HS	WCCC	
24	St Croix RTC	Automotive Technology, Building Trades, Certified Nursing Assistant, Commercial Truck Driving, Culinary Arts, Early Childhood, Welding	Seven	Calais, Shead, Woodland	WCCC	
25	St John Valley TC	Automotive Technology, Early Childhood	Two	Fort Kent, Madawaska, Wisdom	WCCC; NMCC	
26	Tri-County TC	Auto Technology, Computer Systems Repair, Culinary Arts, Health Occs.	Four	Dexter, Foxcroft, Greenville, Nokomis, Penquis	CMCC, SMCC	
27	Westbrook RVC	Automotive Technology, Culinary Arts, Electrical	Three	Bonny Eagle, Gorham, Scarborough, Westbrook, Windham	CMCC, NMCC, SMCC	

Appendix I
High School Reform
FY2016 update

Education Evolving: Maine's Plan for Putting Learners First

"Education Evolving: Maine's Plan for Putting Learners First" is a strategic plan that sets out objectives and action steps for building an education system in Maine that meets the needs of all learners, from early childhood into adulthood, and prepares them for college, careers, and civic life.



Former Education Commissioner Stephen Bowen released a first draft of the plan on Jan. 17, 2012, based on input he received from visits with educators, parents, students, and others across the state during a listening tour in 2011.

"Education Evolving" lays out a plan to transition Maine schools to a model in which students have more of a role in organizing their education and more choice in deciding how they master academic standards.

The plan is shaped around five core priority areas that address the various elements of building an education system focused on the needs of all learners:

- Effective, Learner-Centered Instruction
- Great Teachers and Leaders
- Multiple Pathways for Learner Achievement
- Comprehensive School and Community Supports
- Coordinated and Effective State Support

Read the Plan

- [Navigate the plan index with links to all sections](#)
- [View the plan's five Core Priority Areas and related subcategories](#)
- [View the Strategic Plan Framework: Building an Education System from the Learner Out](#)
- [Download a copy of *Education Evolving: Maine's Plan for Putting Learners First* \(PDF, 1 MB\)](#)

Have Your Say

The Maine Department of Education wants to hear from the public about its thoughts on "Education Evolving: Maine's Plan for Putting Learners First." The Department is

offering Maine residents opportunities to share their ideas about the strategic plan online.

- **Join the Discussion.** Visit the Maine DOE Newsroom to share your thoughts on the strategic plan as part of an ongoing online discussion.
- **Stay Informed.** Receive the weekly Commissioner's Update from the Department of Education to stay on top of news about Maine's strategic plan for education.

Strategic Plan Release

Commissioner Bowen released "Education Evolving" on Jan. 17, 2012, at the Capital Area Technical Center in Augusta. The release event featured five students who spoke about their own



experiences when they had control over their learning. Browse the links below to read and see video of the students' remarks, and to see photos from the release event.

- [Making a career out of a passion](#), Remarks by Brooklyn Pinkham of Capital Area Technical Center
- [Short-term objectives to meet long-term goals](#), Remarks by Kaytie Scully of Sumner Memorial High School
- [Personal learning plans, maximized learning](#), Remarks by Morgan Horn of Sumner Memorial High School
- [Learning faster, more creatively with technology](#), Remarks by Gareth Robinson of Auburn Middle School
- ['Voice and choice' in learning](#), Remarks by Maggie Stokes of Williams Elementary School
- [Photos from the strategic plan release event](#)
- [Recognizing education's evolution](#), Blog entry by Commissioner Bowen, Jan. 18, 2012
- [Commissioner unveils education plan](#), Press Release, Jan. 17, 2012
- [Challenging times, and a path forward](#), Blog entry by Commissioner Bowen that outlines the strategic plan

Site Information

Copyright © 2014
All rights reserved.

Getting to Proficiency: Helping Maine Graduate Every Student Prepared

Getting to Proficiency: Helping Maine Graduate Every Student Prepared provides technical assistance, resources and guidance for school districts to implement proficiency-based education and the proficiency-based diploma, and to do so in a way that promotes student learning and achievement of the [Maine Learning Results](#).

This Getting to Proficiency: Helping Maine Graduate Every Student Prepared site will help educators achieve a common understanding of [proficiency-based education](#), how it works and why it matters. To ensure that your district's transition to a proficiency-based system is successful, it is critical that all stakeholders—administrators, teachers, elected officials, parents, students and community members — achieve a shared understanding of the process and its educational goals, which includes the use of consistent, well-defined terminology.

This site will also help administrators and teachers develop a practical plan of action. One of the features of this site is a [self-assessment](#) that will help districts and schools determine where they are and map out what they need to do. The self-assessment addresses policies, practices and community engagement. After districts complete the self-assessment process, they may explore our collection of [resources](#) to help them create a long-term action plan for implementing a proficiency-based learning system.

Building a coherent and successful proficiency-based system requires that district and school policies support the organizational changes and educational practices required to move all students toward a proficiency-based diploma. In addition to the resources Getting to Proficiency provides, Maine educators can submit questions to our technical assistance team, participate in regular webinars, [connect with specialists at the Maine DOE](#) and attend forthcoming regional and state professional development events related to proficiency-based education.

- **Education Evolving.** All the resources and guidance on this site are aligned with the Department of Education's school improvement priorities outlined in Education Evolving: Maine's Plan for Putting Learners First, a comprehensive strategic plan that sets out objectives and action steps for building an education system in Maine that meets the needs of all learners, from early childhood into adulthood, and prepares them for college, careers and civic life.
- **What is Proficiency-Based Education?**
- **Implementation Process.** School districts in Maine and across the country that

have successfully implemented proficiency-based systems have addressed three critical areas: policy, practice and community engagement.

Contact

[Contact Maine DOE staff member](#)

Site Information

Copyright © 2014
All rights reserved.

[Maine.gov](#)
[Site Policies](#)

Leadership & Vision

Commissioner Jim Rier and the Leadership Team at the Maine Department of Education are working to build an agency that supports educators across the state in their mission to help all students reach their potential and leave school prepared for the rigors of college, careers and civic life.

To accomplish that, the Maine DOE is working toward an education system that engages and challenges every student, is customized to each student's individual needs and harnesses the power of technology to enhance and individualize learning.

- **Commissioner Rier.** Learn about Maine Education Commissioner Jim Rier.
- **Strategic Plan.** Maine DOE released "Education Evolving: Maine's Plan for Putting Learners First" in January 2012. Read the plan and join the ongoing, online discussion about the priorities, goals and action steps it outlines to form an education system designed around student needs.
- **Promising Practices Tour.** Former Commissioner Stephen Bowen visited each of the state's nine superintendent regions before the end of the 2012-13 school year to see firsthand the kinds of innovative practices schools are implementing that are showing promise and that are helping to forward the priorities in the Department's [strategic plan](#).
- **Legislation & Rulemaking.** Keep track of legislative business that affects education and the development of state rules that affect how laws are implemented.
- **Share Your Views.** The Department wants to hear from you. What do you think students need to be prepared for college and careers? How can schools and the Maine DOE better meet those needs? [Contact us](#) or join the conversation by commenting in the [Maine DOE Newsroom](#).

Site Information

Copyright © 2014
All rights reserved.

[Maine.gov](#)
[Site Policies](#)

Policy

The successful implementation of a proficiency-based education system typically requires existing policies to be revised and new policies to be created. At the district and school levels, new organizational and instructional policies can foster common understanding across multiple audiences and stakeholders, secure official support for new practices, promote the sustainability of decisions in the midst of personnel changes and give purposeful direction to school leaders and educators.

Local policy should describe expectations for both educators and learning goals, while also providing the support and resources required for successful implementation. Well-designed policies help educators, staff members, students and parents clearly understand new requirements, while also building enough flexibility to enable teachers to personalize learning for students. When developing new district and school policies, we strongly encourage a minimalist approach that targets only the most essential components of an effective educational system.

Finally, school leaders, local officials and educators should note that new and revised policies address multiple areas, including school board policy, district rules and regulations, programs of study and even school schedules.

- **Statutory Requirements.** The official statutory requirements expectations for proficiency-based education and graduation in Maine’s districts and public schools.
- **High Leverage Policy Framework.** Developed by the New England Secondary School Consortium, this resource provides a framework that school boards, administrators and leadership teams can use when developing local policies.
- **[Policy on Standards-Based Individualized Education Program \(IEP\) Goals](#)**: Developed by the Maine Department of Education, this policy outlines the requirements for the development of IEPs as it relates to the transition to a proficiency-based diploma and reinforces the expectation that students with disabilities have access to the general education curriculum as appropriate based on their individualized needs.
- **Guiding Questions.** Questions districts can use to guide action steps for policy development and implementation.
- **Example Policies.** These example policies will give school boards and school leaders examples of policies that support proficiency-based education and graduation.
 - **[Maine School Management Association \(MSMA\) Graduation Policy](#)**

Appendix S
Technical Skill Guidance
FY2016 update

Addendum 1. Appendix S. Technical Skill Guidance

- Why assessment?
 - We must prove that the standards have been met.
 - This may be used in our federal reporting, in evaluation systems and in demonstrating proficiency in the PBD
 - The MCC has asked for assessments to validate accreditation
 - It demonstrates learning.
- Assessments need to cover WHOLE program standard
 - Needs to be able to fully demonstrate the learning objectives required by the program standard
 - Can be stacked with other credentials
 - Some IRC cover the whole mandated standard, some only cover a portion
 - May need a dual assessment system; comprehensive test PLUS and IRC to best serve student
 - IRC- strive for the credential, cover the standard
- MDOE/MACTEA CTE Assessment system
 - Assessment team developing protocol
 - Have a list of assessments used currently in schools
 - Tech groups will suggest which assessments they would like considered for their mandated program standard
 - MACTE and MDOE will select the final assessment(s) to be used for primary required assessments
 - Other assessments can also be stacked with the required assessment(s)

Addendum 2. Appendix S. – Technical Skill Guidance Protocol-Validating and Creating Assessments for CTE Programs

Objective: Confirm an assessment system for Maine CTE programs

I. MACTE and MDOE Assessment Group

- A. Convene Assessment Group
- B. Draft Protocol for validating and creating assessments, standard alignment flow chart, and survey of standards use.
- C. Protocol approved by MACTE
- D. Gather the Assessments used/available by program
- E. Determine which type of assessment is needed
 - a. Only Industry Recognized Certification (IRC): or
 - b. Only third party assessment (existing or needs to be created): or
 - c. Dual system- third party assessment (existing or needs to be created) plus Industry Recognized Certification (IRC) assessment.

II. Tech update input

- A. Ensure assessment is valid, reliable, and appropriate.
- B. Confirm which of the following three should be utilized to fully evaluate all program standards:
 - a. Only Industry Recognized Certification (IRC): or
 - b. Only third party assessment: or
 - c. Dual system (third party assessment and IRC assessment).

III. Determine assessment status of given CTE program – whether currently lacks available assessments and new third party assessment will need to be created, and/or whether available assessments currently exist. Depending on findings, go to either first or second column below:

Validating Existing Assessment	Creating Assessment
<p>Path 1: For existing assessment(s) that adequately measure standards. The selection and validation of assessments will be confirmed by respective CTE tech update groups, CTE Assessment Committee, MACTE, and MDOE. Those groups will review each assessment at least every three years. In case of new or significantly updated standards for which assessments are not available, go to “Creating Assessment.”</p> <p>Path 2: For standards not measured by the assessment:</p> <p>1. MDOE will create industry criticality survey to determine the industry standards are a) “nice to know”, b) “need to know,” or c)</p>	<p>Step 1) Contact MDOE/CTE Assessment group and CTE tech update group to schedule an assessment development meeting</p> <p>Step 2) Contact third party company to schedule a meeting for determining whether a fair and just assessment exists. If yes, proceed to column one if no, continue to step 3.</p> <p>Step 3) Contact industry representatives (encouraged to include PAC members) to determine willingness to complete a criticality survey</p> <p>Step 4) Create survey using existing CTE program industry-recognized standards by asking a) nice to know b) needs to know c) must know; for each standard at the</p>

Addendum 2. Appendix S. – Technical Skill Guidance Protocol-Validating and Creating Assessments for CTE Programs

<p>“must know.” Depending on overall ratings, determine for each standard whether additional assessment question(s) is warranted.</p> <p>2. If additional assessment questions are warranted, work with Industry recognized assessment organization to develop required questions and create a fair and just assessment of standards identified above. The validation of the revised assessments will be confirmed by respective CTE tech update groups, CTE Assessment Committee, MACTE, and MDOE.</p> <p>Path 3: If gap between standards and existing assessment(s) requires development of an entirely new, not-yet-existing assessment, go to, “Creating Assessment.”</p>	<p>performance indicator level.</p> <p>Step 5) Use survey results as a way to create the assessment with SREB*, CTECS*, NOCTI*, or some other 3rd party</p> <p>Step 6) Invite teachers and assessment team members to assessment meeting.</p> <p>Step 7) Convene group of teachers/ assessment team members to develop assessment.</p> <p>Step 8) Inform MACTE and CTE Assessment Group of status.</p> <p>Step 9) Pilot assessment-Within Year 1</p> <p>Step 10) Inform MACTE and CTE Assessment Group of status.</p> <p>Step 11) Implement throughout State- within Year 2</p> <p>Step 12) Reconvene MDOE/MACTE and CTE tech update group in three years to determine if assessment is still accurate</p> <p>Step 13) Reconvene CTE tech update group in three years to five years (As required by program credentialing requirements) to follow steps in first column, “Validating Existing Assessment”</p>
--	---

- (SREB) Southern Regional Education Board
- (CTECS) Career and Technical Education Consortium of States
- (NOCTI) National Occupational Competency Testing Institute
- (PAC) Program Advisory Committee

Appendix T
CTE Academic Standards Intersection
FY2016 NEW

APPENDIX T

CTE and Academic Standards Intersections Workshop

**CTE Program Instructors
With
ELA Teachers and Mathematics Teachers
Location (TBD)**

Wednesday, May 6th

- | | |
|---|----------------------|
| 1) Coffee and Networking (<i>set-up</i>) | 7:45-8:15 |
| 2) Welcome and Introductions | 8:15-8:30 |
| 3) Why and How? | 8:30-9:00 |
| 4) Maine Learning Results review
(<i>ELA, Math, and Guiding Principles</i>) | 9:00-12:00 |
| 5) Lunch | 12:00-1:00 PM |
| 6) CTE Standards Review
(<i>Two Group: one Carpentry, one Auto Tech, then switch</i>) | 1:00-4:00 PM |
| 7) Intro for tomorrow's work, group setting | 4:00-4:15 PM |

Thursday, May 7th

- | | |
|--|--------------------|
| 1) Coffee and networking | 7:30-8:00 |
| 2) Intersections work group time
(<i>Joint CTE and ELA or Math teams; one each for two CTE programs: four groups</i>) | 8:00-12:00 |
| 3) Lunch | 12:00-12:30 |
| 4) Intersections work group time | 12:30-3:30 |
| 5) Report outs by work groups | 3:30-4:00 |
| 6) Analysis, Questions, Next Steps | 4:00-4:30 |