

Maine State Plan (2024 Update)

Strengthening Career and Technical Education for the 21st Century Act ("Perkins V") (P. L. 115-224)

Covering July 1, 2024 to June 30, 2028

Update to original Maine State Plan covering July 1, 2020 to June 30, 2024

Originally Approved February 12, 2020 by the Maine State Board of Education

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STATE PLAN OUTLINE & CONTENTS

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II. NARRATIVE DESCRIPTIONS

1. Plan Development and Consultation

- ▶ *1.a. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.*
- ▶ *1.b. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)*
- ▶ *1.c. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)*

2. Program Administration and Implementation

2.a. State's Vision for Education and Workforce Development

- ▶ *2.a.i. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)*
- ▶ *2.a.ii. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)*

- ▶ *2.a.ii.i. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)*
- ▶ *2.a.iv. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)*

2.b. Implementing Career and Technical Education Programs and Programs of Study

- ▶ *2.b.i. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)*
- ▶ *2.b.ii. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will— i. promote continuous improvement in academic achievement and technical skill attainment; ii. expand access to career and technical education for special populations; and iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)*
- ▶ *2.b.iii. Describe how the eligible agency will— make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;*
- ▶ *2.b.iv. Describe how the eligible agency will— facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;*
- ▶ *2.b.v. Describe how the eligible agency will — use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;*

- ▶ *2.b.vi. Describe how the eligible agency will — ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;*
- ▶ *2.b.vii. Describe how the eligible agency will — coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;*
- ▶ *2.b.viii. Describe how the eligible agency will — support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work- based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;*
- ▶ *2.b.ix. Describe how the eligible agency will — improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V).*
- ▶ *2.b.x. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)*
- ▶ *2.b.xi. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)*
- ▶ *2.b.xii. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.*
- ▶ *2.b.xiii. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.*
- ▶ *2.b.xiv. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.*

2.c. Meeting the Needs of Special Populations

- ▶ *2.c.i. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations— i. will be provided with equal access to activities assisted under this Act; ii. will not be discriminated against on the basis of status as a member of a special population; iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; iv. will be provided with appropriate accommodations; and v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)*

2.d. Preparing Teachers and Faculty

- ▶ *2.d.i. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)*

3. Fiscal Responsibility

- ▶ 3.a. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will promote academic achievement; each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)
- ▶ 3.b. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed— among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)
- ▶ 3.c. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

- ▶ 3.d. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)— a. include a proposal for such an alternative formula; and b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).
- ▶ 3.e. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)— include a proposal for such an alternative formula; and describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).
- ▶ 3.f. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.
- ▶ 3.g. Provide the State's fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary's annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

4. Accountability for Results

- ▶ 4.a. Identify and include at least one (1) of the following indicators of career and technical education program quality— a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential; b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V) Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of "other" program quality measure(s) is optional for States. Provide the eligible agency's measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.
- ▶ 4.b. Provide on the form in Step 4b, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

- ▶ 4.c. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include— a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);
- ▶ 4.d. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include— b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and
- ▶ 4.e. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include— c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V). As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.
- ▶ 4.f. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.
- ▶ 5.g. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V) As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁹ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

- ▶ 1. Statutory Assurances
- ▶ 2. EDGAR Certifications
- ▶ 3. Other Forms

IV. BUDGET

- ▶ 1. Budget Form

V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

- ▶ 1. Required Indicators
- ▶ 2. Program Quality Indicators and Optional Indicators
- ▶ 3. Maine Perkins State Plan SDPLs (2020)
- ▶ 4. Maine Perkins State Plan SDPLs (2024 Update)

VI. APPENDICES

- ▶ Appendix A
- ▶ Appendix B
- ▶ Appendix C
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I. COVER PAGE

1. PCRN Cover Page

A. State Name:

- Maine

B. Eligible Agency (State Board) Submitting Plan on Behalf of State:

- Maine State Board of Education

C. State Agency delegated responsibilities by Eligible Agency under section 131(b) for the administration, operation, or supervision of activities of the State plan (if applicable).

Name: Dwight A. Littlefield
Official Position Title: State Director for CTE
Agency: Maine State Board of Education
Telephone: (207) 624-6721
Email: Dwight.a.littlefield@Maine.gov

D. Individual Serving as the State Director for Career and Technical Education:

Name: Dwight A. Littlefield
Official Position Title: State Director for CTE
Agency: Maine State Board of Education
Telephone: (207) 624-6721
Email: Dwight.a.littlefield@Maine.gov

E. Type of Perkins V State Plan Submission - Subsequent Years:

- State Plan Revisions - if an eligible agency selects this option, it will then complete Item F.

F. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – Subsequent Years:

- No

*G. * Governor's Joint Signatory Authority of the Perkins V State Plan:*

- Date Governor was sent State Plan for signature: 2/13/2020
- The Governor has provided a letter that they are jointly signing the State Plan for submission to the Department.

*H. * Lead Individuals Completing This Plan:*

Select the lead individuals completing the plan. If additional individuals without accounts will be completing the plan, return to the Submit Your Report page and click "Request Access" to submit a request for additional user

accounts.

- *Please select the individual responsible for the narrative descriptions in this plan:*
 - Melissa Sherwood
- *Please select the individual responsible for the budget in this plan:*
 - Melissa Sherwood
- *Please select the lead individual who may be contacted to answer questions about this plan:*
 - Dwight Littlefield

2. Glossary of Terms

Career Cluster *	A grouping of occupations and broad industries based on commonalities.
Career Pathway (WIOA) *	<p>The term 'career pathway' means a combination of rigorous and high-quality education, training, and other services that-</p> <p>(A) aligns with the skill needs of industries in the economy of the State or regional economy involved;</p> <p>(B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships;</p> <p>(C) includes counseling to support an individual in achieving the individual's education and career goals;</p> <p>(D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster;</p> <p>(E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable;</p> <p>(F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and</p> <p>(G) helps an individual enter or advance within a specific occupation or occupational cluster.</p>
CLNA * or LNA	Comprehensive Local Needs Assessment
Concentrator for Postsecondary *	A postsecondary CTE Concentrator is a student who has – (i) earned at least 12 credits within a single career and technical program or program of study comprised of 12 or more academic and technical credits that terminates in the award of an industry-recognized credential, including certificates and degrees; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
Concentrator for Secondary	A Secondary CTE Concentrator is a student who has attended an approved secondary CTE program for at least 120 days in a school year and the program is federally defined (NOT state defined).
CSR	Comprehensive School Review
CTE	Career and Technical Education – a sequence of courses that provide academic content and technical knowledge and skill; applied learning; coordination between secondary and postsecondary education; and at the secondary level may include career exploration.
CTSO *	Career and Technical Student Organization
Dual or Concurrent Enrollment *	<p>The term “dual or concurrent enrollment program” means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that—</p> <p>(A) is transferable to the institutions of higher education in the partnership; and</p>

	(B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).
EL *	English Learners (Note: Maine DOE language has transitioned from “EL” to “Multilingual Learners”.)
Eligible Agency *	The term “eligible agency” means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State. (In Maine: the eligible agency is the Maine State Board of Education.)
Eligible Institution	Public higher education that provides CTE at the postsecondary level (in Maine the MCCS)
Eligible Recipient	A LEA that provides CTE at the secondary level (in Maine the 27 secondary CTE centers and regions)
ESEA	Elementary and Secondary Education Act
ESSA	Every Student Succeeds Act
HEA	Higher Education Act
IDEA	Individuals with Disabilities Education Act
IEP	Individual Education Plan
LEA *	Local Education Agency
LNA (or CLNA *)	CTE Comprehensive Local Needs Assessment
MACTE	Maine Administrators of Career and Technical Education
MCCS	Maine Community College System
MDOC	Maine Department of Corrections
Maine DOE	Maine Department of Education
Maine DOE CTE Team	Maine Department of Education Career and Technical Education Team
Maine DOL	Maine Department of Labor
Maine SBE (or State Board of Education)	Maine State Board of Education
MS-CTE	Middle School Career and Technical Education
MOA	Methods of Administration - The purpose of the MOA program is to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs.
MOU	Memorandum of Understanding
NEASC	New England Association of Schools and Colleges
NECHE	New England Commission of Higher Education
OCTAE	Office of Career and Technical and Adult Education (Federal USDOE)
OIT	Office of Information Technology
PCAIS	Performance Accountability and Customer Information Agency
Postsecondary CTE Participant	The term Postsecondary CTE Participant means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

Program of Study *	<p>The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—</p> <p>(A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of ESEA;</p> <p>(B) addresses both academic and technical knowledge and skills, including employability skills;</p> <p>(C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;</p> <p>(D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);</p> <p>(E) has multiple entry and exit points that incorporate credentialing; and</p> <p>(F) culminates in the attainment of a recognized postsecondary credential.</p>
SDPL *	State Determined Performance Levels
Secondary CTE Participant	The term Secondary CTE Participant mean a secondary student who has attended at least 55 days in a program and the program is federally defined (NOT state defined).
Special Population *	<p>The term “special populations” means—</p> <p>(A) individuals with disabilities;</p> <p>(B) individuals from economically disadvantaged families, including low-income youth and adults;</p> <p>(C) individuals preparing for non-traditional fields;</p> <p>(D) single parents, including single pregnant women;</p> <p>(E) out-of-workforce individuals;</p> <p>(F) English learners;</p> <p>(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</p> <p>(H) youth who are in, or have aged out of, the foster care system; and</p> <p>(I) youth with a parent who—</p> <p>(i) is a member of the armed forces and (ii) is on active duty.</p>
SUIA	State Unemployment Insurance Agency
SWB	State Workforce Board
SWIS	State Wage Interchange System
TANF	Temporary Assistance for Needy Families
USDOE	United States Department of Education
WIOA	Workforce Innovation and Opportunity Act
Work-based Learning *	<p>The term ‘work-based learning’ means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.</p>

*Indicates term is based on the same term used in federal law.

3. Introduction: CTE in Maine

Maine's population has the highest median age in the country. To meet current and future state needs, it is imperative that Career and Technical Education (CTE) and business and industry collaborate on workforce initiatives. The Maine State Board of Education (Maine SBE), which oversees Perkins funding, works closely with the Maine Department of Education (Maine DOE), industry and other partners to help ensure this collaboration. Through the extensive Perkins V stakeholder input process, the primary focus identified for CTE in Maine is the development of flexible and fluid educational opportunities to allow students to have the option of college and/or career through nonduplicative pathways. Maine utilizes its well-developed network of secondary CTE schools and community colleges to ensure access by students throughout the state to CTE programs. The Maine Community College System (MCCS) is working to improve the success rate of students in part by expanding short term learning training, in addition to degree programs. The Maine DOE collaborates with the Maine Department of Labor (Maine DOL) to successfully connect students to meaningful employment.

Maine continues to strive to meet the needs of all students, including those in special populations, and to ensure that through this process we invest in students and keep students in the forefront. Part of the current focus for Maine CTE is extending opportunities to younger students through a middle school CTE initiative and through efforts to augment programming to students grades 9 and 10. With an increased emphasis on programs of study and career pathways from middle grades to post-secondary, Maine CTE collaborates with post-secondary and with various programs and partners such as Educate Maine to enable secondary students to attain post-secondary credits for their CTE studies. Secondary and postsecondary entities are currently working to develop a structure that ensures students earn credits with a purpose. (Appendix A)

Associated Maine Legislation

- [P.L.2017, Chapter 171](#) – To Enable Earlier Introduction of Career and Technical Education in Maine Schools
- [P.L. 2019, Chapter 202](#) - An Act To Maintain High School Diploma Standards by Repealing Proficiency-based Diploma Standards
- [P.L. 2017, Chapter 420](#) - An Act To Amend Career and Technical Education Statutes (satellite programs and funding)
- [P.L. 2017, Chapter 446](#) An Act To Establish the Total Cost of Education and the State and Local Contributions to Education for Fiscal Year 2018-19 and To Provide That Employees of School Management and Leadership Centers Are Eligible To Participate in the Maine Public Employees Retirement System (provided targeted State funds for CTE)
- [P.L. 2017, Chapter 465](#) - An Act To Authorize a General Fund Bond Issue To Build Maine's Workforce Development Capacity by Modernizing and Improving the Facilities and Infrastructure of Maine's Public Universities and Community Colleges
- [P.L. 2017, Chapter 466](#) - An Act To Ensure the Successful Implementation of Proficiency-based Diplomas (allowing secondary schools the option of a proficiency- based diploma at the discretion of local authority and requiring multiple pathways to high school graduation.)
- [P.L. 2023, Chapter 247](#)- An Act to Provide Career and Technical Education Students with Credit Toward High School Graduation for Work Completed in Career and Technical Education Centers and Regions

- [Title 20-A, Chapter 207-A](#) – High School Diploma Standards
- [Title 20-A, Chapter 208-A](#) – Postsecondary Enrollment for Secondary Students
- [Title 20-A, Chapter 229](#) – Dual Enrollment Career and Technical Education Programs
- [Title 20-A, Chapter 313 §8306-B](#) - Approval of programs and courses; industry standards
- [Rule Chapter for the Department of Education](#):
 - Chapter 231 - Vocational Program and Funding Procedure
 - Chapter 232 – Standard Criteria for Maine Secondary Vocational Programs
 - Chapter 236 - Program Evaluation Requirements
 - Chapter 237 – Live or Outside Work
- [Title 20-A, Chapter 431](#) – Maine Community College System
- [Title 26, Chapter 25](#) – Workforce Investment

Maine Secondary CTE System

Maine’s high schools provide a range of pathways into the high skills workforce through a number of exceptional CTE program offerings. Every high school student from in the State has the opportunity to access CTE programs. Maine currently provides CTE through a network of 27 secondary CTE schools, which include 19 CTE centers, overseen by a School Administrative Unit (SAU), and 8 CTE regions, overseen by an Administrative Board. CTE provides a meaningful context for learning as CTE students apply both technical and academic theories through real-world applications. Hands on technical skills are combined with applications of the required academics to allow students to reach high levels of achievement across all areas of educational content.

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

- requiring national skill standards in secondary CTE programs where appropriate;
- emphasizing academic integration in CTE technical skill standards through linking skills standards to the academic Maine Learning Results when a natural cross-curricula occurs;
- continuing development of seamless pathways from Maine’s secondary CTE programs to community college and university programs;
- supporting professional development of CTE professionals;
- promoting nontraditional education in CTE programs;
- ensuring that special student populations are served;
- developing middle school CTE;
- developing exploratory programs;
- promoting more CTE opportunities for all high school students; and

- promoting placement opportunities within the career pathways to include advanced training, military service, or a service program such as the Peace Corps.

Maine Community College System (MCCS)

The mission of the Maine Community College System is to provide associate degree, diploma and certificate programs directed at the educational, career and technical needs of the State's citizens and the workforce needs of the State's employers. The primary goals of the System are to create an educated, skilled and adaptable labor force that is responsive to the changing needs of the economy of the State and to promote local, regional and statewide economic development.

The MCCS 7 locally controlled community colleges offer a diverse mix of program options designed to lead to immediate employment or continued education. Program offerings include over 300 degree and certificate options in health care, computer science and technology, environmental sciences, automotive technology, construction, early childhood education, electricity and electronics, graphic arts/printing, hospitality, pulp and paper, business and financial services, biotechnology, metals manufacturing, marine occupations and many others. The colleges of the MCCS are accredited through the New England Commission of Higher Education (NECHE). Each program offered by the MCCS must meet the rigorous NECHE standards which include both academic and technical courses in order to produce well-educated and high-skilled Maine citizens. The colleges work together as a system but are diverse in nature to meet the varied needs of the local communities they serve.

4. Governor's Letter Regarding Maine's Perkins State Plan



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AUGUSTA, ME 04333-0023
TEL: (207) 624-6616

March 17, 2020

John Haigh, Chief
Program Administration and Accountability Branch
Division of Academic and Technical Education
Office of Career and Technical and Adult Education
U.S. Department of Education
Potomac Center Plaza
550 12th Street, SW, Room 11017
Washington, DC 20202-7241

Dear Mr. Haigh:

As instructed in the "Estimated Fiscal Year (FY) 2020 State Allocations under the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V)" memorandum dated March 11, 2020, Maine is submitting a 4-year Perkins V State Plan and a budget for the fiscal year July 1, 2020-June 30, 2021. Enclosed is:

- the 4-year Perkins V State Plan covering the grant period July 1, 2020 to June 30, 2023; and
- a budget for the grant period covering July 1, 2020 to June 30, 2021.

As the eligible agency for Perkins V funding, the Maine State Board of Education delegates the responsibilities of administration, operation, and supervision of activities assisted by this funding to the Maine Department of Education.

Please feel free to contact me for any additional information. My email address is wghess@pivot.net.

Sincerely,

A handwritten signature in black ink, appearing to read "Wilson G. Hess".

Wilson G. Hess, Chair
State Board of Education

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

Name: Dwight A. Littlefield

Position: Maine State Director for CTE

Telephone: (207) 624-6721

Email: Dwight.a.littlefield@maine.gov



Janet T. Mills
GOVERNOR

STATE OF MAINE
OFFICE OF THE GOVERNOR
1 STATE HOUSE STATION
AUGUSTA, MAINE
04333-0001

March 16, 2020

Wilson G. Hess, Chair
Maine State Board of Education
23 State House Station
Augusta, ME 04333-0023

Dear Chair Hess:

I am writing to acknowledge receipt of Maine's Perkins V State Plan under the Strengthening Career and Technical Education for the 21st Century Act (P. L. 115-224) which was approved by the Maine State Board of Education on February 12, 2020.

Perkins federal grant funds are an essential resource for Maine as we continue to align career and technical education (CTE) with the economic and workforce development goals and strategies of Maine. As Maine's population has the highest median age in the country, CTE and workforce initiatives are key in meeting the current and future state employment needs. It is evident that the extensive Perkins V stakeholder input process, provided opportunity for the Maine State Board of Education and the Maine Department of Education to initiate collaboration between Maine's educational programs and workforce partners. Maine will continue to utilize its well-developed network of secondary CTE schools and community colleges to create flexible and fluid educational opportunities to allow students to have the option of college and/or career through nonduplicative pathways.

After review of Maine's Perkins V State Plan, I am granting my support for the Maine State Board of Education to submit the plan to the United States Department of Education.

Sincerely,

Janet T. Mills
Governor



PRINTED ON RECYCLED PAPER

PHONE: (207) 287-3531 (Voice)

TTY USERS CALL 711
www.maine.gov

FAX: (207) 287-1034

II. NARRATIVE DESCRIPTIONS

1. Plan Development and Consultation

1.a. Describe how the State plan was developed in consultation with the stakeholders and in accordance with the procedures in section 122(c)(2) of Perkins V. See Text Box 1 for the statutory requirements for State plan consultation under section 122(c)(1) of Perkins V.

Perkins V Plan Development Timeline	
Date	Event
July 31, 2018	Perkins V signed into law
December 19, 2018	Introductory Statewide Stakeholder Meeting
February 1, 2019	Stakeholder Survey (replaced cancelled meeting)
February 8, 2019	Stakeholder Meeting (cancelled due to weather)
April 23, 2019	Regional Stakeholder Meetings - Bangor
April 24, 2019	Regional Stakeholder Meetings - Westbrook)
April 25, 2019	Regional Stakeholder Meetings - Augusta
May 1, 2019	Regional Stakeholder Meeting - Caribou
May 7, 2019	Draft Transition Plan submitted to Governor
May 15, 2019	Transition State Plan approved by Maine SBE
May 15, 2019	ME SBE approved Final Transition Plan submitted to the Governor
May 24, 2019	Transition State Plan submitted to OCTAE
June 19, 2019	Statewide Stakeholder Meeting
July 1, 2019	Write 4-Year State Plan draft
September 1, 2019	Accountability Report finalization
September 30, 2019	Accountability Measures
October 7, 2019	60-day Comment Period for Accountability - posted on site
November 1, 2019	Schedule Full Stakeholder meeting to review draft plan
December 19, 2019	Submit final draft to CTE Committee
December 19, 2019	30-day Comment Period for final draft State Plan - posted on site
December 19, 2019	Notice of Public Hearing
January 8, 2020	Public Hearing - 103 A and B
January 23, 2020	Final State Plan to CTE Committee of the Maine State SBE
February 12, 2020	Maine SBE State Plan Approval
March 1, 2020	Submit Maine-Approved State Plan to Governor
April 1, 2020	Submit 4-year State Plan to OCTAE

January 15 – February 28, 2024	Maine DOE CTE Team reviews 4-year State Plan for 2024 update.
March 15 – May 13, 2024	60 public comment period for Perkins performance levels
May 17, 2024	Submit 2024 State Plan Update to OCTAE

Stakeholder Input:

Perkins V stakeholders (Appendix B) provided input (Appendix C) via meetings, web-based surveys, email correspondence, and ad hoc face-to-face discussions. Through these conversations all agreed that Maine should look beyond the confines of the Perkins V State Plan to develop a cohesive CTE vision that includes more collaboration between education and workforce. The diversity of the stakeholder participants allowed us to identify how to best use Perkins V funds to supplement existing resources and activities and build upon them to provide better opportunities for Maine students. In order to address Maine’s current and future workforce needs, CTE in Maine reaches beyond the CTE classroom to aid in removing barriers that limit student access to CTE opportunities.

The statewide Stakeholder group for Perkins V was formed by the Maine State Director for CTE and was vetted through the Maine Department of Education as well as the State Board of Education. Invitations for meetings, email correspondence, and web-based surveys were sent through the CTE office. The group included representatives from the Maine State Board of Education, middle school education, secondary education, postsecondary education, adult education, charter schools, guidance, business and industry, Maine Department of Labor, labor associations, and members of the public. Feedback from all Stakeholder groups is available to the public via the Maine DOE – CTE website <https://www.maine.gov/doe/learning/cte/perkinsv>. Statewide Stakeholder meetings were held at the State Office Building on December 18, 2018, June 19, 2019, and November 1, 2019 and due to a weather cancellation for a meeting scheduled February 8, 2019 via an online survey. To allow input for all areas of Maine, stakeholder meetings were held at four locations: April 23 – Bangor; April 24 – Westbrook; April 25 – Augusta; May 1 – Caribou. Invitations to the statewide meetings were sent via email from the State CTE Director and invitations to regional meetings were sent via email, area CTE school notifications, Maine DOE newsroom, and word of mouth to all Perkins required Stakeholders including the Maine State Board of Education, adult education, charter schools, teachers, faculty, school leaders, support personnel, guidance counselors, paraprofessionals, community representatives – including parents, students and community organizations, representatives of state workforce development, members and representatives of special populations, representatives of business and industry including small business, representatives of labor organizations, representatives of agencies serving out-of-school youth, homeless children and youth, at-risk youth, State Coordinator for Education of Homeless Children and Youth (McKinney-Vento), representatives of Indian Tribes and Tribal organizations, individuals with disabilities.

In addition to the special population representatives on the statewide Perkins V State Plan collaboration emails, the local CTE secondary schools and the Community Colleges invited local representatives to the regional meetings and at the State level the Maine DOE CTE School Review and Equity Coordinator sent the communication below to invite representatives of special and underserved populations including, public school systems; Maine DOE Office of Special Services and Inclusive Education Team; Indian Tribal organization; Maine Department of Health

and Human Services Child and Family Services; Bondeko, an organization that helps immigrants train for skilled jobs; New Ventures Maine, a group that works to train Mainers for a career; and leaders of immigrant communities to our regional. Stakeholder meetings. Email attachments included the Perkins V State Plan requirements, 'What is Perkins', and an agenda for the upcoming meetings. Representation of these specific groups did not come to fruition, but they continue to be informed of the Perkins V State Plan and encouraged to provide feedback via alternative venues such as email, surveys, and public comment.

Good Morning,

I wanted to invite you to participate in upcoming regional conversations pertaining to the future of Career and Technical Education (CTE) statewide. The Maine Department of Education is moving forward with the development of Maine's Perkins V State Plan and we do so with the intention of ensuring ALL students, middle school through post-secondary, receive access to career development opportunities suited to their unique interests, skills and future goals. Perkins V emphasizes the importance of equity and access for students who are historically underserved and underrepresented in local and national Career and Technical Education (CTE) settings. As such, it is our goal to ensure representatives of targeted groups are provided an opportunity to have a voice during the development of our goals, vision and the plan of action for our CTE community statewide. Attached to this email you will find three documents that will help better contextualize the upcoming conversations. We invite you, and any representatives you deem appropriate, to join us during the regional stakeholder meeting(s). In addition, if you are aware of individuals joining in which English is not their primary language or who have a hearing impairment, I want to be certain we have interpreters available, so they can fully participate in the discussion. Please let me know should an interpreter be required by Friday 4/19, so I can prepare appropriately. The times and location of the regional meetings are below. Feel free to reach out with questions or concerns should they arise.

Targeted Populations (as identified in Perkins V)

*Individuals with disabilities;
Individuals from economically disadvantaged families,
Including low-income youth and adults;
Individuals preparing for non-traditional gendered fields;
Single parents, including single pregnant women;
Out-of-workforce individuals;
English learners;
Homeless individuals
Youth who are in, or have aged out of, the foster care system;
Youth with a parent who is a member of the armed forces and is on active duty.*

Regional Stakeholder Meetings:

Tuesday April 23, 2019

United Technology Center; Bangor, Maine

From: 6:00-8:00 p.m.

Wednesday April 24, 2019

Westbrook Regional Vocational Center; Westbrook, Maine

From: 5:30-7:30 p.m.

Thursday April 25, 2019

Capital Area Technical Center; Augusta, Maine

From: 6:00-8:00 p.m.

*Wednesday May 1, 2019
Caribou High School; Caribou, Maine
From: 6:00-8:00 p.m.*

*Thank you!
Danielle Despins
CTE School Review and Equity Coordinator
Maine Department of Education- Career and Technical Education
23 State House Station
Augusta ME 04333-0023*

Defined CTE Needs in Maine

Identified statewide Maine CTE needs were grouped into seven key areas:

- the development of clearly defined career pathways with multiple entry and exit points beginning in middle school through postsecondary;
- career exploration and career awareness with a focus on middle school that continues through postsecondary;
- resources to fund CTE programs, at all levels, and keep equipment in education aligned to current industry standards;
- increasing access to CTE for ALL students by reducing barriers such as high school scheduling at the secondary level and special population accommodations;
- collaboration with industry to build partnerships that supplement all educational levels of CTE and workforce;
- marketing CTE as a choice for ALL students and building parent awareness of CTE and its multiple entry and exit points that include both college and the workforce; and
- CTE teacher support that includes recruitment, certification, and professional development.

The State CTE Director will continue to consult the Perkins V statewide stakeholder group, using the same methods of contact, to assist in developing and revising our State Plan. The Maine DOE CTE Team plans to use the same regional meeting process in order to receive feedback from all who have communicated an interest in ongoing collaborations.

Ongoing activities related to the Maine Perkins State Plan:

- Monthly meetings with Maine DOE CTE Team
- Monthly meetings with State Board of Education CTE Committee
- Dedicated website page <https://www.maine.gov/doe/learning/cte/perkinsv>

1.b. Consistent with section 122(e)(1) of Perkins V, each eligible agency must develop the portion of the State plan relating to the amount and uses of any funds proposed to be reserved for adult career and technical education, postsecondary career and technical education, and secondary career and technical education after consultation with the State agencies identified in section 122(e)(1)(A)-(C) of the Act. If a State agency, other than the eligible agency, finds a portion of the final State plan objectionable, the eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)

After reviewing information on current uses of funds for secondary and postsecondary, national information on split of funds, and current and potential programs supported with Maine Perkins funds, the State Board of Education, which is the eligible agency for Maine Perkins funds, in consultation with Maine DOE leadership, which is responsible for both secondary CTE and Adult Education, and Leadership of the MCCS, determined that the Perkins V allocation split for secondary and postsecondary eligible recipients will be 50/50. In Maine, the eligible secondary recipients will include the 27 secondary CTE regions and centers, the Arthur R. Gould School at Long Creek Youth Development Center, and the MCCS. The stakeholders of the Perkins V State Plan reflected the State Board of Education's strategic priority to enhance the educational pathways between education and the workforce. The collaboration between secondary and postsecondary CTE is a key factor in the pathway work, and therefore, the State Board of Education determined that splitting the Perkins funds equally between secondary and postsecondary CTE is the best option.

Although coordination of efforts at the local secondary level is highly supported, Maine does not currently have consortia that are eligible to receive Perkins funds. All funds will continue to be distributed to the eligible secondary and postsecondary institutions and no funds will be distributed to consortia.

1.c. Describe opportunities for the public to comment in person and in writing on the State plan. (Section 122(d)(14) of Perkins V)

2019 – 2020 State Plan Development: Public Comment

The public was provided numerous opportunities to give input on the development of the Maine State Perkins V Plan. All interested parties were invited to participate in the regional stakeholder meetings and information was continuously posted on the Maine DOE CTE website. Email, phone, and mailing address for the Perkins Grant Manager and the CTE State Director are included on that page. Public input was also requested via an online survey. The link for the survey was distributed to all stakeholders and was posted on the Maine DOE CTE website December 2019 through January 24, 2020. A sample of feedback provided is available in Appendix D.

2024 State Plan Update: Public Comment

Following federal guidance, the Maine DOE sought public comment for the adjusted values of Maine's state-determined performance levels ("SDPLs" or "performance levels").

In preparation for the next four program years, the Maine DOE CTE Team calculated SDPLs for the 2024-2025 school year through the 2027-2028 school year. These proposed adjusted values more accurately represent available student data and will reflect more achievable thresholds at the state level. The preliminary four-year

secondary and postsecondary SDPLs have also been adjusted to be higher than the average actual performance of the 2 most recently completed program years.

However, per federal guidance, only the secondary and postsecondary SDPLs for the 2024-2025 program year have been included in this State Plan Revision submission:

- According to the *Perkins Web Portal: User Guide for Submitting Perkins V State Plan and Budgets for Fiscal Year 2024*, “each State must, at minimum, submit SDPLs for FY 2024.”
- Further guidance was provided in Adam Flynn-Tabloff’s email to all states on Tuesday, April 9, 2024: “Following the Perkins State Plan Submission Webinars our office hosted last week, a few States sought clarification on whether they could submit State determined performance levels (SDPLs) for more than one year if they were submitting only annual revisions to their current Perkins State plan for FY 2024. In this, the States were interested in submitting SDPLs for the next four years, covering FY 2024-27. Unfortunately, due to the statutory requirements that annual revisions meet the requirements of section 113(b)(3)(A)(i)(III), including the requirement in (ee) that the SDPLs be higher than the average actual performance of the 2 most recently completed program years (except in the cases of unanticipated circumstances), a State may only submit SDPLs for one year, in this instance, for the upcoming program year, FY 2024.”

Since this guidance was shared after Maine DOE started the public comment period, Maine’s proposed four-year SDPLs were available for public comment for 60 days between March 15, 2024 and May 13, 2024 (Appendix E). Feedback was provided through an available online survey, found here. As reviewed by Melissa Sherwood, the Perkins Grant Manager, no comments on the proposed SDPLs were provided.

Spring 2025 SDPL Adjustment & Public Comment Period

The 2025 submission of Maine’s Revised 2024 Perkins State Plan includes adjusted values of Maine’s SDPLs for the 2024-2025 school year through the 2027-2028 school year. These proposed adjusted values will more accurately represent available student data and reflect more achievable thresholds at the state level. These SDPLs were made available for public comment for 60 days (April 10, 2025 to June 6, 2025) and feedback was collected through a public survey. Public notice was given through the Maine DOE newsroom. Survey results show that 17 individuals reviewed the SDPL adjustments, but no users provided feedback. An additional two week public comment period (July 10 - July 30, 2025) was completed for 1S1, 2S3, 3S1, 4S1, 1P1, 2P1, and 3P1 to reflect available 2024 program year CAR data. Survey results showed that 18 individuals reviewed SDPL adjustments, and seven provided comments regarding accountability indicators as a relevant indicators for CTE. Most comments found the performance levels to be reasonable and attainable.

2. Program Administration and Implementation

2.a. State’s Vision for Education and Workforce Development

2.a.i. Provide a summary of State-supported workforce development activities (including education and training) in the State, including the degree to which the State's career and technical education programs and programs of study are aligned with and address the education and skill needs of the employers in the State identified by the State workforce development board. (Section 122(d)(1) of Perkins V)

Maine is using the Perkins V State Plan process to set the roadmap for the future of CTE in Maine. Maine has many initiatives around CTE, academics, postsecondary education, and workforce, but through the years these areas have, for the most part, remained siloed at the state level. The Maine CTE Strategic Plan hopes to bridge some of these gaps in order to increase collaboration between initiatives and leverage resources of federally funded programs like ESSA, HEA, IDEA, and WIOA to provide an educated and skilled workforce for the state. The connections of these programs do not focus on fiscal collaboration, as funding is scarce in all areas, but more on working together in order to provide a seamless education to career pathway for all. Maine will look to the collaboration happening more naturally at the local level as a feeder for state level connections.

Since the implementation of this plan, CTE in Maine has maximized its collaboration across state agencies as well as with local CTE schools. Through the governor's Maine Jobs and Recovery Plan (MJRP), CTE's received \$20 million to add personnel, update equipment and build infrastructure to meet the emerging workforce needs in the state. These needs were identified through the Department of Economic and Community Development (DECD) 10-year economic plan.

Maine Administrators of Career and Technical Education (MACTE) (Secondary)

MACTE is a private non-profit, comprised partially of CTE Directors, that the Maine DOE collaborates with on addressing educational and workforce needs for the state of Maine.

Maine Department of Education (Secondary)

- [Live Work](#): Secondary CTE provides alignment to workforce and postsecondary education is through live work opportunities for students. *"In order to provide practical experiences to vocational students, it is sometimes necessary to obtain work from outside the school community. The primary goal of the live work process is to enhance the educational offerings of vocational/ technical programs so that students can reach and master the competencies in a specific vocational area. However, schools must not compete unfairly with the private sector."* (See Appendix F for Maine DOE Rule, Chapter 237)

National and State Standards:

- [Title 20-A, Chapter 313 §8306-B](#): An approved career and technical education program must be designed to enable a student to meet industry standards applicable to the program.
 - These standards are a set of guidelines that align our CTE programs across the state. Since many of the CTE schools use the same standards, common resources and guidelines are shared between

schools.

- Industry standards ensure Maine’s CTE students are gaining relevant, career-oriented knowledge that will prepare them for their chosen careers. These standards help students feel confident in knowing they are learning relevant skills and technical standards that will carry over into their jobs. Employers in Maine know that upon graduation, CTE students are prepared to enter the workforce with the skills and credentials required for employment success.
- Department approved program standards change over time for several reasons. As new instructors are employed, their pedagogy may favor one technical standard over another. Programs may receive local support in the form of specialized equipment which can also influence the technical standards to be taught.
- The technical organizations and associations will periodically update and adjust their standards as their industry needs evolve. When new versions are released, the associated programs will be given time to adjust as needed to meet the current variances.
- The Maine DOE CTE Team will periodically evaluate each technical standards and related assessment to determine if selected approved offerings are addressing the current student cohort's needs.

Middle School Career and Technical Education (MS-CTE):

- [Public Law Chapter 171](#), “An Act to Enable Earlier Introduction of Career & Technical Education in Maine Schools” was enacted in 2017 to support [MS-CTE](#). Standards have been developed by a stakeholder group and state grants are supporting this work. Of the twenty-seven CTE schools, twenty-one currently offer MS-CTE programming, and the additional six use local funding to support programming.

Maine Community College System (Postsecondary)

- [Short-term Workforce Training](#): Significant investments in workforce development have been made by the State of Maine and major philanthropists to create the Harold Alfond Center for the Advancement of Maine’s Workforce. The Center coordinates all short-term workforce training programs for Maine’s community colleges, working closely with business leaders and workforce specialists throughout the state. Training is grant-funded and usually free for the trainee. Launched in 2021, the Center speeds the delivery of critical training to both trainees and employers in the following three areas:
 - **Pre-Hire Training** – learn the skills needed to enter a new profession
 - **Incumbent Worker Training** – upskill your current, front-line workforce
 - **Scholarships** – continue on in a certificate or degree program
- [Quality Centers](#): The Maine Quality Centers program offers workforce training grants to Maine employers interested in providing training for new or current employees. The Put ME to Work Program, funded by the Maine Legislature, helps pay for the cost of training partnerships between Maine businesses, or industry associations, and a Maine Community College to develop or strengthen programs that support in-demand and high-wage occupations and/or occupations in transition due to changes in work practices

or technology.

- [Degree and Certificate Programs](#): Maine's community colleges offer nearly 300 degree and certificate options that are designed to lead to immediate employment or continued education. Whether you're looking for the technical skills you need to get a good job or you plan to transfer for a four-year degree, the colleges offer high quality programs that are the most affordable in New England. Maine's community colleges offer training and educational opportunities that address the needs of employers from the spectrum of the state's leading industries. Through Guided Pathways, learners can find the appropriate experiences to secure employment in their fields of interest. Training and academic offerings fall into the following pathways:
 - Arts, Humanities, Digital Media, and Communication
 - Business and Hospitality
 - Computer Science and Information Technology
 - Education, Human Services, and Social and Behavioral Sciences
 - Health Sciences
 - Industrial Technology and Transportation
 - Public Safety
 - Sciences, Engineering, and Mathematics

Maine Department of Labor

Career Development and Training:

- [Maine-at-Work Initiative](#): Maine Department of Labor and our workforce partners provide a variety of employment and training services at no charge for both job seekers and Maine employers looking to fill jobs.
- [Career Onestops](#): Find an appropriate career. This site matches one's interests and abilities with different career options.
- [Find Jobs in Demand](#): Learn which occupations in Maine are growing and how much they pay.
- [Center for Workforce Research and Information \(WRIS\)](#): Labor market information including average wage and in-demand occupations in Maine and annually provide a report of high-wage, in-demand occupations.
- [Bureau of Rehabilitation Services](#): Assists individuals with disabilities by providing services to help prepare for, secure, and retain a job. (Note – BRS, Maine DOE Special Education, and CTE will be developing strategies to better align efforts on behalf of students with disabilities.)

On the Job Training / Apprenticeship:

- [Registered Apprenticeship](#): Allows workers to learn new skills through on-the-job training and related classroom instruction.
- [Competitive Skills Scholarship](#): Provides workers with a grant to help them earn a degree or certificate

in certain education or training programs. This program has been expanded to allow CTE secondary students to apply for assistance for dual enrollment credits.

2.a.ii. Describe the State's strategic vision and set of goals for preparing an educated and skilled workforce (including special populations) and for meeting the skilled workforce needs of employers, including in existing and emerging in-demand industry sectors and occupations as identified by the State, and how the State's career and technical education programs will help to meet these goals. (Section 122(d)(2) of Perkins V)

Maine CTE will utilize the visions, missions, and strategic goals and priorities below to further align the educational, economic, and workforce needs of the State and its individuals. The stakeholder group established for Perkins V will be utilized to begin the process of creating a new strategic vision for CTE in Maine.

Governor's Initiatives

As governor, Janet Mills is fighting to see ... that Maine has a strong economy with good-paying jobs in every part of the state, that every Maine child has access to a world-class education, and that Maine is a place where families can put down roots and raise their kids.

To that end the Governor formed a *Strategic Planning Task Force* within the Maine Department of Economic and Community Development to create a formal ten-year economic development plan for the State of Maine. Her *Vision Statement for the Strategic Plan* reads:

By 2030, Maine will be known as a national leader for its forward-looking work in creating a diverse and sustainable economy. We will empower innovators and entrepreneurs, attract young families and new businesses, and revitalize rural Maine so that every person will know unequivocally that living in Maine means not only an unmatched quality of life, but an unmatched opportunity for good-paying jobs in innovative industries across the entire state.

With the influx of COVID-19 relief funding, the Governor established the Maine Jobs and Recovery Plan that provided funding that was directly supportive of the 10 Maine Economic Plan, which CTE benefitted from. Funding allowed for the updating of equipment and infrastructure. It also provided funding to expand workforce development programs at the MCCS level.

Maine State Board of Education

Maine State Board of Education Strategic Vision for Education in Maine (2016-2021):

- Goal #1 – Strengthen CTE
 - The Board sets as its goal to strengthen and enhance the delivery of Career and Technical Education programs in the State of Maine.

- Direct a greater portion of CTE funds towards instruction & instructionally related services
- Increase experiences in grade 9-12 CTE program areas, with special emphasis on grade 9-10 by June 2023
- Introduce and support CTE exploration programs for middle school level students
- Better align and support secondary and post-secondary CTE offerings and programs
- CTE Exploratory Enrollments (mostly 9-10), as show below:

SY2019	SY2018	SY2020	SY2021	SY2022	SY2023	SY2024
181	146	215	598	810	903	1024

Maine State Board of Education 5-Year Strategic Plan [2022-2026](#):

- Vision:
 - The Vision of the State Board of Education is to ensure Maine public school students graduate with the skills, knowledge, and principles to be responsible American citizens; self-directed and dedicated to making contributions to society by pursuing further education and employment.
- Mission:
 - The Mission of the State Board of Education is to provide policy leadership that promotes a Maine public school system whose graduates will meet current and future learning standards and to make recommendations to the Executive and Legislative Branches of Government that will further this mission.
- Guiding Principles:
 - The Maine State Board of Education shall conduct its work in alignment with its mission and vision by:
 - Ensuring the voices of the public are heard in the educational policy development and debates.
 - Effectively communicating with educational stakeholders across the State of Maine to understand their agendas and perspectives.
 - Conducting its public meetings and hearings across the State of Maine.
 - Effectively organizing its efforts to discharge its assigned responsibilities.
- Statement of Priorities:
 - Priority 1 - Board Effectiveness
 - Priority 2 - Career & Technical Education
 - Priority 3 - Certification & Higher Education
 - Priority 4 - School Construction & Renovation

Maine DOE

Maine DOE Vision, Mission, and Strategic Priorities for 2019-2021:

- Vision:
 - The people of Maine are lifelong learners served by an innovative, equitable, and learner-

centered public education system that supports students – early childhood throughout adulthood - in achieving healthy, successful, and fulfilling lives that allow them to shape the future.

- Mission:
 - To promote the best learning opportunities for all Maine students by providing information, guidance, and support to our schools, educators, and leaders and by providing adequate and equitable school funding and resources.
- Strategic Priorities:
 - Inspire TRUST in our organization and in our public education system
 - Develop, support, and sustain a robust EDUCATOR WORKFORCE
 - Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners
 - Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING
 - Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT led by the experts in the field

Maine DOE Vision, Mission, and Strategic Priorities for 2023-2026:

- Vision:
 - A vibrant and respected educator workforce that innovates, leads, and inspires.
 - Learning environments that are safe and supportive for all.
 - A pathway to success in school and in life for every student.
 - Schools that are trusted centers of the community that foster meaningful civic participation and propel Maine's economy.
 - Schools that foster the potential for all to lead purposeful lives.
- Mission:
 - To promote the best learning opportunities for all Maine students by:
 - Focusing on a whole student approach.
 - Encouraging innovation.
 - Respecting educators.
 - Providing information, guidance, professional learning, and support to schools and educators.
 - Providing adequate and equitable school funding and resources.
 - Inspiring trust in our schools.
- Strategic Priorities:
 - Inspire TRUST in our organization, and in our public education system
 - Develop, support, and sustain a robust EDUCATOR WORKFORCE
 - Promote EDUCATION, EXCELLENCE, and EQUITY for all Maine learners
 - Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING
 - Support a CULTURE OF INNOVATION and CONTINUOUS IMPROVEMENT
 - Build HEALTHY and COLLABORATIVE work environment, ENHANCING the potential of the Maine DOE.

Postsecondary CTE

Maine Community College System's Board of Trustees:

- Vision:
 - Maine's community colleges build economic mobility and resilience through innovative and relevant educational opportunities, providing Maine people with lifelong learning to propel and enrich their lives and communities. Maine businesses consistently turn to the community colleges to develop the power of their workforce through agile and responsive programming.
- Mission:
 - To create an educated, skilled and adaptable labor force that is responsive to the changing needs of the economy.

The MCCS' Board of Trustees is currently undergoing a multi-year [strategic planning process](#) to update and refine the System's goals for the future and the metrics by which those goals will be measured. This update will rely upon the following values statements:

- Maine's community college students deserve the opportunity to learn, grow, and advance their careers in a safe, supportive, connected environment.
- Maine employers need the skilled, educated, and adaptable talent we develop for an ever-evolving workplace.
- The System's employees are our most valuable resource. We support diverse, equitable, and inclusive working environments that provide employees with the opportunities to engage in meaningful work, lead balanced and productive lives, and advance their careers.

Goals (2015-2020):

- Increase the number of individuals served by Maine's community colleges
- Increase student success rate to 57% for fall 2018 cohort and 59% for fall 2019 cohort
- Strengthen alignment of MCCS programs and services with the needs of Maine employers and workers to enhance the employability and career development of adults served by MCCS and to better address the state's workforce challenges.

Maine Department of Labor

The Maine Department of Labor is committed to serving Maine workers and businesses by:

- Helping employers recruit and train a talented workforce;
- Providing workers with the skills they need to be competitive in the economy;
- Assisting individuals when jobs are lost;
- Aiding people with disabilities reach career goals;
- Ensuring safe and fair workplaces for people on the job; and,
- Providing research and analysis of employment data to support job growth

2.a.ii.i. Describe the State's strategy for any joint planning, alignment, coordination, and leveraging of funds between the State's career and technical education programs and programs of study with the State's workforce development system, to achieve the strategic vision and goals described in section 122(d)(2) of Perkins V, including the core programs defined in section 3 of the Workforce Innovation and Opportunity Act (29 U.S.C. 3102) and the elements related to system alignment under section 102(b)(2)(B) of such Act (29 U.S.C. 3112(b)(2)(B)); and for programs carried out under this title with other Federal programs, which may include programs funded under the Elementary and Secondary Education Act of 1965 and the Higher Education Act of 1965. (Section 122(d)(3) of Perkins V)

The stakeholder discussions indicated that more communication and collaboration are needed between CTE and the workforce. Maine DOE will continue working closely with higher education and Maine DOL to ensure Maine citizens receive the training they need to enter the workforce. One of the key areas of focus is to develop educational and career pathways for all students. Toward this effort, the Maine legislature has provided funding to promote collaboration between secondary CTE and area middle schools that will provide CTE opportunities to middle school level students.

Beyond middle school CTE opportunities, the State Board of Education is also addressing the gap of CTE offerings for 9th and 10th grades. A summit was recently held to identify best practices to expand CTE to additional 9th and 10th grade students. This summit was a collaborative effort between education and workforce to identify obstacles and determine solutions to provide CTE programming for 9th and 10th grades. The outcomes, outlined below, identified the need for more collaborative efforts for CTE to workforce pathways.

Through Perkins V Maine CTE will increase efficient and effective collaboration with Business and Industry in order to provide workforce awareness for primary, secondary, and adult learners. This collaboration will include:

- Sparking interest in CTE through promotion of career pathways which identify the CTE to workforce connections;
- Providing in the field professional development opportunities for academic teachers, CTE teachers and education administrators;
- Increasing apprenticeship opportunities;
- Changing the 'college or bust' mentality by
 - providing scholarships for trade certifications;
 - providing opportunities for all students to visit industry and experience the varied career pathways
 - working with sending high schools to recognize CTE student successes; and
 - promoting CTE as a pathway to both college and the workforce..... it isn't one or the other.
- Providing a school/business liaison to work with schools and business to validate the advantage of CTE;
- Providing in business mentorships for teachers to keep them focused on preparing students for careers;
- Exploring changes to the delivery of CTE education at the state and local levels;
- Inviting sending schools and parents to CTE career fairs and consider combining student and adult career

fairs;

- Providing high school students with the opportunity for a four-year CTE graduation pathway;
- Keeping students at the forefront... building decisions around what is best for kids.

Specific strategies to be considered for joint planning, alignment, coordination, leveraging of funds, and collaboration include, but are not limited to:

- Greater use of Maine's Adult Education system to provide opportunity for students to meet academic requirements outside of the typical school day.
- Greater use of Maine CTE infrastructure to train adult learners allowing them to enter the workforce more quickly and efficiently.
- Continued partnership with MCCS in developing Math Pathways to ensure students receive math courses relevant to their academic and career pathway.
- Combined efforts with business and industry, trade organizations, adult education, and postsecondary education to market CTE.
- Work with the private sector to provide students with more opportunities around work-readiness, entrepreneurship, and financial literacy.
- Increased awareness at the state, regional, and local levels of the workforce needs through regional collaboration utilizing current structures such as the Maine WIOA hubs.
- Define the industry skill requirements for current and future workforce.
- Expanded CTE Exploratory programs - An Exploratory Program allows a student to gain experiences in at least 4 approved programs at the CTE School prior to making career or CTE choices. Several CTE's have elected to add an Exploratory Program to increase CTE interest at the 9-10 grade levels. The intent of Exploratory Program education is to provide opportunity for the student to:
 - learn basic safety and health practices for everyday living;
 - develop an awareness of occupational and career alternatives;
 - relate class activities to potential avocation and CTE pursuits;
 - discover and develop individual talents, interests, and aptitudes related to the world of work and become aware of the choices available for education, training, and career opportunities in a manner free of sex bias or stereotyping;
 - apply problem-solving techniques to a variety of technological and societal situations, and
 - apply and reinforce basic academic skills including Life management skills in practical situations.

Since 2019, the Maine DOE CTE Team has seen an increase in the implementation of the CTE exploratory model as secondary CTE schools look for opportunities to collaborate with their sending school partners and the DOE. These programs have provided increased the CTE experience for students that will lead to more students taking advantage of CTE in the later years of high school.

To assist in the facilitation of joint planning, alignment, coordination, and leveraging of funds, the State Director for CTE in Maine participates in a new pathways committee that has been recently formed to examine how

students can take advantage of multiple learning opportunities throughout high school. Other members of this committee include Adult Education, Secondary Education, Higher Education and the Chief Innovation Officer for the Maine DOE. This group will be focusing primarily on “big picture” thinking that could lead to more direct implementation. This work has continued to evolve over the last five years with the restructuring of the Maine DOE that brought Adult Education, Early College and Extended Learning Opportunities together with CTE on one team, the Workforce Development and Innovative Pathways Team.

In addition, [MaineSpark](#) is an education and workforce initiative powered by a coalition of organizations – schools and universities, nonprofits and foundations, government agencies and businesses – with a common goal: by 2025, 60% of Mainers will hold education and workforce credentials that position Maine and its families for success. This is a 10-year commitment from Maine’s most influential education and business leaders to work together to ensure that Maine’s workforce is productive and competitive. MaineSpark organizations connect people with the education, training, jobs, programs and resources needed to thrive in Maine’s robust and changing economy. MaineSpark has been, and will continue to be, at the table as CTE and workforce increase connections and collaboration.

2.a.iv. Describe how the eligible agency will use State leadership funds made available under section 112(a)(2) of Perkins V for each of the purposes under section 124(a) of the Act. See Text Box 2 for the required uses of State leadership funds under section 124(a) of Perkins V. (Section 122(d)(7) of Perkins V)

Maine Leadership funds will continue to support statewide CTE through state level positions addressing CTE requirements such as CTE school review, CTE Methods of Administration review, professional development opportunities, middle school CTE development, apprenticeship, programs of study which require opportunity for postsecondary credit attainment, CTE standards and assessment, workforce development connections, nontraditional program support, and CTE for incarcerated youth support.

Priority will be given to the development of statewide program of study agreements that provide opportunity for secondary students to receive postsecondary credits through dual, concurrent, and/or articulated credit agreements. Funds will continue to support the mandated third party national or state standards and the integration of postsecondary credentials that align to industry skill needs.

The new Middle school CTE initiative was established and supported by legislation in 2017. The research indicated that there were some existing Middle school CTE activities underway around Maine as well as in other states. The middle school consultant traveled statewide to identify currently employed practices and to determine elements that should be incorporated into the statewide Middle school CTE standards. The MS-CTE standards were developed in collaboration with CTE directors, student services councilors, guidance and middle school teachers and administrators. The state has provided the field with several grant opportunities to help them establish their middle school pilots. The funding has transitioned from pilots to state funded grants. The Stakeholder group defined MS-CTE experiences that met the criteria for a MS-CTE fundable program. The middle school CTE consultant is administering this funding as well as working with locals to maximize their current

funding options. The state will continue to develop the middle school initiative based on the outcomes and lessons learned from the MS pilots. This information will guide the rewriting of the CTE rules pertaining to middle school CTE.

Perkins leadership funds will continue to support the professional development opportunities for the CTE staff through connections with national organizations. These national connections allow Maine to learn best CTE practices from across the country that may be applied to ensure a robust CTE experience for Maine students. With Perkins V funding Maine will be leveraging opportunities to provide more professional development directly to the staff at the CTE schools in Maine. Topics could include but are not limited to Social and Emotional Learning and collaboration on curriculum development and alignment with secondary and postsecondary schools.

The Maine DOE CTE Team will offer professional development opportunities for school administration and instructional staff related to operational best practices, and student success and support structures. This will be accomplished through school review processes such as the Methods of Administration, creating opportunities for learning, and by providing written and oral guidance. The Team also provides a department liaison for Teacher Certification and Special Education.

Nontraditional programming support increases awareness of nontraditional programs, recruiting students into nontraditional programs, and supporting nontraditional students through program completion. A contract with New Ventures Maine provides opportunities for students to have hands-on discovery of the nontraditional trade programs. The mission of New Ventures Maine is to help Maine people succeed in the changing economy and achieve economic security for themselves and their families. Perkins funds are used to provide assistance for the group to deliver seven Trades for ME (previously, Totally Trades) conferences for eighth grade to high school girls across Maine. New Ventures Maine works in collaboration with education and workforce. In addition, a portion of the funding supports the Maine DOE CTE School Review and Equity Coordinator in their efforts to partner with CTE schools in ensuring access for all students. Particular focus is placed on services and supports offered to Perkins identified Special Populations, as well as demographics considered in the Methods of Administration (MOA) review, including race, color, national origins, sex, and students with disabilities.

Maine's correctional facility for youth utilizes Perkins funding to provide CTE experiences, postsecondary connections, and career pathway guidance for incarcerated youth. Maine's youth facility includes trade skills in areas such as culinary arts, small engine repair, business, computer access and coding, customer service, manufacturing, building trades and augmented and virtual reality experiences through ZSpace technology. Students utilize these programs to put them on a path to self-support once they leave the facility. The youth facility is moving towards virtual reality to provide career awareness as CTE program offerings must be adjusted in accordance to available teaching staff. The goal for incarcerated youth is to allow them to explore careers rather than training for a specific career as most times the student is not at the facility for the length of time needed for a full program.

Leadership funds will continue to be used to support and promote Career and Technical Student Organizations (CTSOs) as they are considered an important component of Maine's CTE programs. CTSOs help to enhance the

technical competence of students through associated resources and competitions, enable CTE students to gain recognition for their accomplishments, and provide leadership development opportunities to further the overall development of each CTE student. Through scholarships, CTSOs often provide one avenue for further post-secondary education of CTE students. CTSOs also help CTE students to network with technical area peers at the local, state and national levels.

Postsecondary CTE in Maine does not receive direct Leadership funding, but professional development, MOA, program of study and postsecondary credit opportunities, special population supports, etc. will encompass all CTE program levels.

2.b. Implementing Career and Technical Education Programs and Programs of Study

2.b.i. Describe the career and technical education programs or programs of study that will be supported, developed, or improved at the State level, including descriptions of the programs of study to be developed at the State level and made available for adoption by eligible recipients. (Section 122(d)(4)(A) of Perkins V)

Maine Perkins funds will support CTE pathways from middle school through postsecondary. Secondary level CTE programs must be approved by the Maine Department of Education (Maine DOE) and postsecondary CTE programs must be approved by the Maine Community College Board of Trustees. The Maine DOE CTE Team has reviewed and revised the criteria for approval of local Programs of Study to ensure alignment with the requirements of Perkins V. The Maine DOE CTE Team will work in partnership with secondary CTE schools and the MCCS to jointly develop and execute the State-level Program of Study Agreements. Secondary and postsecondary administrators and faculty will continue to partner to guarantee agreements are redefined as program competencies change based on the scope of national and/or state technical standards or demands of the business and industry. Beginning with Perkins V, Maine's statewide and local Programs of Study will include the opportunity for students to participate in CTE programs at the middle school level and for secondary CTE students to receive postsecondary credit as long as they successfully meet the criteria set forth in the articulated program of study agreements. See Appendix G for the POS template to be used for both statewide and local programs of study.

2.b.ii. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the extent to which the local application under section 1327 will— i. promote continuous improvement in academic achievement and technical skill attainment; ii. expand access to career and technical education for special populations; and iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)

The Maine Department of Education, in collaboration with other Stakeholders, such as the MCCS and the Maine Legislature, reviews and improves Maine's academic and technical standards based on evolving educational needs to ensure Maine students receive the highest quality education possible. The Perkins local application review process includes assurances that the eligible recipients are using the most recent standards. Programs of Study, both statewide and local, will be improved by requiring the inclusion of middle school standards, where applicable, and the opportunity for secondary CTE students to earn postsecondary credit while in high school. There will continue to be intentional sequences of courses that integrate high quality, core academic knowledge that is coherent and rigorous in content and aligns challenging academic standards with technical and occupational standards. Local schools and colleges will have the opportunity to adopt statewide Programs of Study and/or they will develop local Program of Study agreements that are required to be signed annually by the administrators of the educational institutions. The online, local Perkins V grant application process has been updated to encompass the Program of Study review and approval process. Maine is only using the 16 National Career Clusters for any

and all career pathway development.

Based on Maine P.L. 2019, Chapter 202 and Title 20-A, Chapter 207-A §4722 – High School Diploma Standards

In addition to the secondary CTE standards requirements and local graduation requirements, Maine currently requires, at a minimum, the following academics for a high school diploma:

- English--4 years or the equivalent in standards achievement;
- Social studies and history, including American history, government, civics and personal finance--2 years or the equivalent in standards achievement;
- Mathematics--2 years or the equivalent in standards achievement;
- Science, including at least one year of laboratory study--2 years or the equivalent in standards achievement; and
- Fine arts, which may include art, music, forensics or drama--one year or the equivalent in standards achievement.

Implementation of Multiple Pathways and Opportunities

Students may demonstrate achievement of the standards through multiple pathways as set out under including those identified in section [4703](#) and multiple opportunities. Achievement may be demonstrated by evidence documented by course and learning experiences using multiple measures, such as, but not limited to, examinations, quizzes, portfolios, performances, exhibitions, projects and community service.

Career and technical students may, consistent with the approval of the commissioner and the local school board, satisfy the requirements of subsection 2 (Required Subjects) through separate or integrated study within the career and technical school curriculum, including through courses provided pursuant to section [8402](#) or [8451-A](#).

In addition to the academic graduation requirements of §4722, secondary students must also receive instruction in Health and Physical Education (§4723) and have Computer Instruction (§4724) available.

Students receiving a diploma from a secondary high school have multiple opportunities to continue their chosen career pathway. Some of the options include continuing education at a college or university, obtaining certifications, licensure and/or advanced trainings, applying for apprenticeships, and entering the workforce.

Special Populations Access to CTE

Maine adheres to all State and Federal laws to ensure that all students, regardless of race, color, national origins, religion, gender identity, sex, sexual orientation, or disability, are not discriminated against. Schools are responsible for adherence to federal laws governing civil rights and providing required instructional accommodation by school administrators, teachers, staff and students. School leadership organizes trainings, talks and meetings intended to foster a positive learning environment characterized by inclusive and respectful

behavior. In addition, all secondary and postsecondary CTE schools that receive Perkins funding participate in the MOA review process to ensure that all students have access to high-quality CTE.

The requirements of Perkins V will afford the Maine DOE an opportunity to review current practice and ensure members of special populations receive information related to CTE opportunities, and that recruitment efforts are being conducted with intentionality to address enrollment gaps ensuring equitable access to all demographics.

Maine CTE schools incorporate employability skills in all CTE programs. Some of the opportunities offered to provide employability skills include on-site live work opportunities, off-site clinicals, and career planning guidance. The understanding of basic job requirements gives students the critical skills needed to be a knowledgeable and productive employee. CTE programs provide employer/employee environments that allow student better understanding of employer expectations.

2.b.iii. Describe how the eligible agency will— make information on approved programs of study and career pathways (including career exploration, work-based learning opportunities, early college high schools, and dual or concurrent enrollment program opportunities) and guidance and advisement resources, available to students (and parents, as appropriate), representatives of secondary and postsecondary education, and special populations, and to the extent practicable, provide that information and those resources in a language students, parents, and educators can understand;

Although state level resources are a newer focus for career exploration and career planning opportunities, students at all educational levels receive robust academic and career planning at local schools and colleges. The Maine DOE published updated Life and Career Readiness standards of the Maine Learning Results. These standards require all Maine students to have the opportunity to explore career options. With the development of middle school and 9th and 10th grade career exploration opportunities, and collaboration with other state level partners, Maine will work to increase and provide resources in this area.

Educate Maine will be a partner in this endeavor to provide the State Board of Education data and information how to best to provide seamless pathway resources to Maine students. This work was completed in the spring of 2022 by pulling together a group of stakeholders that was facilitated by Educate Maine. They provided a report that identified systemic barriers related to CTE, that also included potential solutions. The Maine State Board of Education has utilized this report to update their strategic plan and look for opportunities to utilize Perkins funding to implement possible solutions.

In addition to the state level websites and social media efforts of Maine DOE and the MCCS, the secondary and postsecondary CTE schools communicate their program opportunities to these required stakeholders, with special focus on high school guidance personnel, using both hard copy and electronic formats. In-depth program materials are shared via individual school websites and social media venues. Schools are required to provide these materials in languages reflective of those languages most spoken within their community, when population density requires them to do so. The schools also conduct open houses and host public events so students,

parents, business and industry, and community members can see firsthand the program offerings. Supports such as interpreters for multilingual learners at schoolwide events ensure familial accessibility. Through the required comprehensive local needs assessment (LNA) and stakeholder engagement, along with future school reviews and U.S. Department of Education required Method of Administration (MOA) visits, the sharing of information will be reviewed, enhanced, and tracked.

2.b.iv. Describe how the eligible agency will— facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study and career pathways that include multiple entry and exit points;

The facilitation of CTE career pathways expanded with the enactment of [Maine Public Law Chapter 171](#), "An Act To Enable Earlier Introduction of Career & Technical Education in Maine Schools," in June 2017. This law requires Maine Schools to provide access to developmentally appropriate CTE for middle school students (grades 6-8). [Middle school CTE](#) provides an opportunity for all Maine middle school students to experience hands-on learning, workplace skills and career exploration. Middle School CTE programs are currently being implemented through state funding and are being developed in collaboration between secondary CTE centers and regions and the middle schools in their catchment area. The middle school CTE programs are encouraged to be flexible enough to accommodate the diversity of all Maine middle schools. The criteria for a state funded MS-CTE grant include 7 different programming [experiences](#). The middle school standards, now fully developed, includes both Career Experience and Career Discovery standards. Additionally, Department of Education and State Board of Education [Rule Chapter 115](#) was updated in 2022 to expand the grades in which incoming CTE instructors can teach from 9th to 6th grade. This further emphasizes Maine's commitment to serving middle grade students.

[Middle School CTE Standards](#)

Career Experience- (These three standards can be taught simultaneously)

- Technical skill experimentation -students must participate in applied learning and hands-on activities that explore career related skills and interests.
- Safety Awareness - students must participate in safety training that ensures objectives can be met in a safe manner.
- Career Workplace Skills -students must have exposure to common workplace interpersonal skills. (project based and soft skills)

Career Discovery- (These two standards can be taught simultaneously)

- Career Research -students must explore the wide variety of career opportunities.
- Career Pathways- students must understand the connection between educational programs and careers

The Maine Learning Results currently have a content standard, Life and Career Readiness, which requires all Maine schools to provide students the opportunity to explore the career pathways available to them. These Standards place emphasis on multiple paths toward meaningful careers and focus on life skills and experiences that will allow

students to pivot as economic needs change and personal interests evolve.

The Maine Department of Education and the Maine Community College System have also revisited and signed a legislative MOU (Appendix H) requiring the alignment of secondary and postsecondary CTE programs. The State Board of Education requires regular updates on the ongoing work to provide students with career pathways without duplication of education. This work has increased the communication and collaboration between the two systems, as exemplified in the effort to showcase early college to career pathways (Appendix I). In addition, through the Maine Unified State Plan for WIOA, the Maine Workforce Board is dedicated to facilitating the collaboration between education and workforce to provide education to career pathways for students. As Maine moves through the reauthorization of both WIOA and Perkins the alignment of resources is key and, in the future, may lead to the inclusion of the Perkins State Plan in a combined WIOA State Plan.

Due to the amount of Perkins funds received, the amount of local formula grants, and after discussions with local recipients, the Maine State Board of Education decided to keep the targeted reserve funds at 10% to allow the schools and colleges to receive more funding via the Perkins formula grant.

The secondary level reserve funds will be used for State Board of Education CTE strategic priorities including additional middle school CTE opportunities, 9th and 10th grade CTE opportunities, work-based learning opportunities for CTE students, and alignment of CTE program of study with high-skill, high-wage, or in-demand occupations. These funds will be distributed by State Board of Education approved formula and/or a competitive RFP process. Most recently, the State Board of Education made the decision to utilize these funds to support the collaboration of sending schools with CTE schools on core credit alignment towards graduation.

The postsecondary level reserve funds will be used to provide supports for special population students to allow them to enroll in and successfully complete a CTE program. Supports include success coaches to help students move through education into the workforce, gender equity supports, and need based financial assistance for transportation and/or childcare. These funds are distributed to the colleges, and ultimately their students, based largely on financial need.

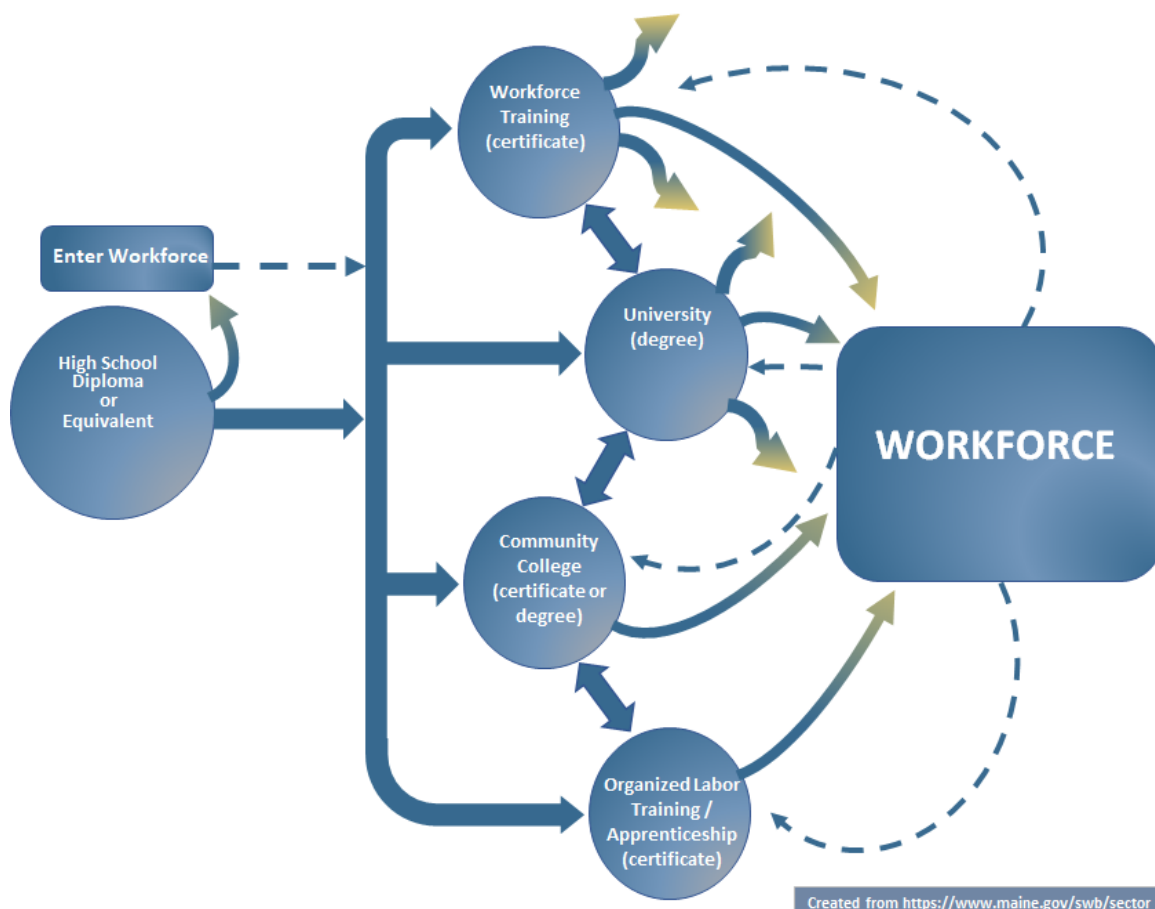
Each of Maine's community colleges allows students to earn college credit for knowledge gained on the job, in the military, or through other life experiences. Once awarded, these college credits are transferrable to any of the state's seven community colleges. Maine's community colleges also have transfer agreements with many other colleges and universities—in Maine and across the country. These agreements are designed to make transfer to a four-year degree program as easy as possible. Students are encouraged to meet with a transfer advisor as soon as possible to understand what transfer pathways are available and how to take advantage of them.

Start at a community college and finish a degree at one of Maine's public universities is one of the MCCS admission strategies. The lower cost, smaller class sizes, and the ease of transfer make the partnership between the MCCS and the University of Maine System (UMS) a valuable piece of a seamless career pathway.

Maine Adult Education is a public education and career pathways system that enables adults to be prepared for post-secondary education and/or employment. Over 70 adult education programs throughout Maine provide a range of instructional services to help adults develop the skills for further educational opportunities, job training, and better employment, and to realize their full potential as productive workers, family members and citizens.

Adults seeking to further their education or advance their career can enroll in adult education courses in literacy and adult basic education, high school completion, English language acquisition, Maine College Transitions, career preparation and enrichment.

The Maine adult education system partners with the Maine Career Centers, local employers, higher education, and community agencies to maximize the education and training opportunities for its adult learners. As Maine progresses towards stronger career pathways, the collaboration of resources at all educational levels is imperative to ensure Maine students receive the most efficient and effective academic and career and technical knowledge.



2.b.v. Describe how the eligible agency will — use State, regional, or local labor market data to determine alignment of eligible recipients' programs of study to the needs of the State, regional, or local economy, including in-demand industry sectors and occupations identified by the State board, and to align career and technical education with such needs, as appropriate;

The CTE State Director, the CTE Data Specialist, and the postsecondary manager of the Perkins grant are working with the Maine Department of labor to ensure the most up to date labor market data is being used in the Local Needs Assessment work. Secondary and postsecondary eligible recipients will be given the same workforce data to ensure the local programs, to the extent possible, are aligned with the workforce needs of Maine. In accordance with Maine DOE Rule, local recipients of Perkins funds are required to have program advisory committees for all of their CTE programs to ensure input is received for local business and industry to improve or expand programs. New programs are required to show the connection to labor market needs within the program approval process including, employment opportunities at the local, state and federal levels; local/regional business surveys; program planning and advisory committees consisting of business and industry; and alignment to state and national standards. As a local controlled state, determination of program need begins at the local level and is approved, if appropriate, at the state level for funding. In Maine many of the employment opportunities are small business and self-employment and therefore difficult to align with state and national labor market data. Ongoing communication and collaboration with the trade associations and the Department of Labor will continue to foster this increased alignment between labor market needs and CTE program approval.

Maine DOE is actively engaging with several other State of Maine agencies in the effort to obtain student social security numbers without the need for direct collections. The purpose for such efforts is to provide access to labor-related data so the local education agencies (LEA) performance accountability indicators can be calculated. The student social security numbers will be entered into the new State Wage Interchange System (SWIS) to capture any wage records outside of Maine. The State of Maine is working internally to finalize and sign onto the (SWIS) Agreement with at least one Access Performance Accountability and Customer Information Agency (PACIA) and one State Unemployment Insurance Agency (SUIA). The performance shall be reported at the school level and not indicate any individual student performance. The efforts to obtain student social security numbers for the SWIS did not work out as planned. The data specialist worked with State of Maine's Office of Information Technology (OIT) and developed a data collection tool which is sufficient to secure the information needed for federal reporting.

2.b.vi. Describe how the eligible agency will — ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;

Maine follows all State and Federal laws to ensure equal access to a full range of quality CTE 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. The Maine DOE CTE School Review and Equity Coordinator, through

the MOA process, visits both the secondary and postsecondary Perkins supported CTE schools and programs to ensure equal access for all students. The MCCC offers a variety of services and resources to help students enroll in and complete a program including academic counselling, tutoring, services for students with disabilities, childcare, and transfer assistance. Students and parents always have the right to appeal enrollment denial decisions at both educational levels.

2.b.vii. Describe how the eligible agency will — coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;

The Maine State Board of Education, which is an eligible agency for Perkins funding, is actively involved in Maine's CTE programming. The Board has brought together individuals from secondary and postsecondary to facilitate alignment of CTE programs to remove duplication of education. The local postsecondary recipients individually work with their local workforce development boards to assist students in career pathways. In Maine workforce development is housed within the Department of Labor so the State Board of Education does not have oversight of the workforce development programs. Maine legislation [Title 26: Labor and Industry, Chapter 25: Workforce Investment §2006 Establishment of State Workforce Investment Board](#). was established to ensure that the State's workforce development system helps Maine people and businesses compete successfully in the global economy.

2.b.viii. Describe how the eligible agency will — support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities;

Perkins V Stakeholders expressed that collaboration was key in assisting students in their career pathways. All educational roads end in a career, so student education plans need to be efficient, flexible, and adaptable to ensure all students are able to earn a living wage. CTE is a valuable resource, at all levels of education, to make the connection between education and career.

[Educate Maine](#) convenes education, business, and policy leaders to develop innovative solutions to Maine's education and workforce challenges. Their mission is to champion college and career readiness and strives to increase the educational attainment of the Maine workforce. All students are expected to graduate from high school prepared to succeed in postsecondary education and in the workplace, and the number of Maine people with a college degree, a postsecondary certificate, or a professional credential needs to increase to meet the demands of the economy. Most recently Educate Maine, through a trust fund grant issued by the State Board of Education, worked with educators around the state to facilitate work around increasing CTE opportunities for 9th and 10th grade level students.

Secondary and postsecondary CTE programs offer students the opportunity for live work experiences in-house and out in the field as part of the curricula. Through live work students obtain the necessary skills to not only

undertake hands-on trade skills, but also learn employability skills to work with the public.

The Extended Learning (ELO) Specialist at the Maine DOE also to expand the number of high-quality ELOs offered across the state through industry partnerships and career exploration programming through grant funding, in coordination with Jobs for Maine Graduates (JMG). The Maine DOE CTE Team works with the Extended Learning Specialist to support work-based learning opportunities, including internships, mentorships, and simulated work environments.

Maine's communities of business and industry, trade associations, non-profit organizations, education, and other stakeholders work together to offer opportunity for students to participate in internships, mentorships, and apprenticeships. The Maine Department of Labor houses the [Maine Apprenticeship Program](#) that assists in setting up structured, yet flexible, training programs designed to meet the specific needs of Maine employer through on-the-job learning and related classroom instruction. A member of the Maine DOE CTE Team sits on the Maine Apprenticeship Council.

2.b.ix. Describe how the eligible agency will — improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V).

Data informed decision making to improve student performance is a goal of Perkins funding. With Perkins V the local eligible recipients will be required to support all CTE students to improve the outcomes and close performance gaps. As part of the local application, local recipients of funds must address performance gaps and provide description of supports that will be put in place to reduce those gaps. Locals will begin to look at program level data to determine which programs are struggling and adjust those programs using techniques that are utilized in programs that perform at, or above, performance levels. The CTE Data Consultant reviews the improvement plans and ensures schools work on improving the outcomes of students that are not succeeding.

The Maine DOE CTE Team is partnering with the State of Maine's Office of Information Technology (OIT), Maine DOE's Data Team and a future educational enterprise data warehouse vendor to present SEAs' and LEAs' data tables for gap analyses. Each school's enrollment data will be subdivided by CTE program or school, related career cluster, disaggregated by race, gender, economically, disadvantaged, youth who are in or have aged out of the foster care system, students with disabilities, multilingual learners, migrant students, homeless students, students with a single parent (including single pregnant women), out-of-work individuals, and students pursuing nontraditional careers. Until the architecture is fully developed by the educational enterprise data warehouse vendor, the disaggregation will be managed by OIT to match submissions for the CAR annual reports.

Local recipients will use the State DOE provided, or Community College system office provided data to use with the local needs assessment. The local needs assessment process, provided by the Maine DOE CTE Team, includes guiding questions to be used to assist in the data analysis in order to determine both causes of gaps and strategies to improve the gaps.

2.b.x. Describe how the eligible agency, if it opts to do so, will include the opportunity for secondary school students to participate in dual or concurrent enrollment programs, early college high school, or competency-based education. (Section 122(d)(4)(D) of Perkins V)

Beginning with Perkins V, Maine Programs of Study will include opportunity for secondary CTE students to receive postsecondary credit. Programs of Study will be required to clearly demonstrate the career pathway options for each program. Local recipients will be required to provide postsecondary credit opportunities for secondary CTE students in at least 50 percent of offered CTE programs.

Maine provides many opportunities for secondary CTE students to access both academic and technical postsecondary credit while in high school. Some of the opportunities available through public postsecondary institutions include:

Advanced Placement Program (administered by local high schools)

The [Advanced Placement program](#), created by the College Board, offers college-level curriculum and examinations to high school students. American colleges often grant placement and course credit to students who obtain high scores on the examinations. A panel of experts and college-level educators in each subject create the AP curriculum for the College Board. For a high school course to have the AP designation, the course must be audited by the College Board to ensure it satisfies the AP curriculum.

Aspirations Program (administered by Maine DOE)

The Aspirations Program provides eligible Maine high school students with an opportunity to receive academic credits toward a high school diploma, and an associate- or baccalaureate-level degree, through enrollment and successful completion of college-level courses at approved Maine institutions. This is often referred to as dual enrollment.

To be eligible, students must be enrolled in a public high school or be home schooled and meet certain general and academic requirements. The participating institutions must have course space available and may require prerequisite courses for enrollment.

- [University of Maine System](#)
- [Maine Community College System](#) and
- [Maine Maritime Academy](#)

The Maine Department of Education will pay half of the in-state tuition for the credit hours taken each semester when program funding is available. Up to 12 credits per academic year (July 1 to June 30) are allowable.

The Aspirations Program is funded by the Maine Legislature and authorized under [Title 20-A, Chapter 208-A](#).

Academ-e (administered by the University of Maine)

The Academ-e program is designed for students in Maine’s public high schools, State of Maine-approved independent institutions, those currently in a GED program, and private homeschools. The majority of enrollees are juniors and seniors; however, freshmen and sophomore may be accepted, with specific requirements. All students nominated in these categories will be assigned to their courses of choice on a first-come, first-served basis. Students must be nominated by high school guidance counselors and have consent of their parent or guardian. Schools are encouraged to nominate students who have a “B” average or higher, and records demonstrate that they are college-bound and ready for university-level work.

Early College (administered by Maine DOE)

The Early College Program offers secondary CTE students the opportunity to earn up to 25 college credits while attending high school in a carefully designed and unique learning package utilizing the combined strengths of a secondary CTE school, a secondary high school, and a Maine public postsecondary institution. A student completing the program will have the ability to complete their associate degree within 12 months after high school graduation.

The Early College Program offers a cohort-based high school experience. Program courses are taught by sending high school instructors who have been approved by the university and/or community college and will cost students no more than \$45 per credit hour – considerably less than the University of Maine System and the Maine Community College System’s current tuition rates. In addition to the college credits, students concurrently receive a technical skills-based education through their CTE school that will put them on a career track in occupations including those related to automotive, business, electronics, equipment maintenance and repair, health and public safety.

The Early College Program offers increased levels of career assessment, career exploration, and job shadowing opportunities to help the students learn more about well-matched career opportunities as well as the education needed to achieve each student’s individual career goals.

Embark (administered by MCCS)

Embark serves Maine students beginning in their junior year of high school and continuing through their second year of community college.

Embark offers—

1. The chance to take a college course in the senior year of high school (for free)
2. Help with applying to college and completing financial aid forms
3. Support and advising in high school and college
4. Scholarships to a Maine community college (up to \$2,000 over 2 years) (Maine Community College System)

CTE Dual Enrollment, Statewide Articulations and Programs of Study

- Dual Credit/Enrollment:
 - Dual credit exists when a student is enrolled concurrently in a secondary CTE program and the corresponding college course. Students enrolled in dual credit courses earn college and high school credit by successfully completing these courses. The program is operated jointly by the secondary career and technical school and associated college allowing students to receive credit at both institutions upon successful completion of dual credit courses. Final grades for dual credit/enrollment courses are reflected on both the student's high school transcript and on the college's permanent record.
 - Courses for high school students are offered on the community college campuses, at local outreach centers, online, and at area high schools.
- Statewide Articulations/Programs of Study (administered by local Maine DOE):
 - Statewide articulations systematically link a secondary CTE school program statewide to a postsecondary CTE system program statewide. Statewide articulations offer Dual or Concurrent Enrollment credits.
- [Expanded Learning Opportunities](#)
 - The Extended Learning Opportunity Program seeks to assist publicly funded School Administrative Units (SAUs) in adopting and/or expanding Extended Learning Opportunities (ELO) Programs in Maine to help Maine youth gain a better understanding of their career opportunities, acquire valuable foundational and 21st Century skills, as well as create meaningful connections to employers in our state.

2.b.xi. Describe how the eligible agency will involve parents, academic and career and technical education teachers, administrators, faculty, career guidance and academic counselors, local business (including small businesses), labor organizations, and representatives of Indian Tribes and Tribal organizations, as appropriate, in the planning, development, implementation, and evaluation of its career and technical education programs. (Section 122(d)(12) of Perkins V)

Maine education at all levels emphasizes an open-door policy. State Board of Education meetings are public and allow all stakeholders to participate as they wish. New programs require student interest surveys, workforce data review, and local board approval before they can be funded. In addition to the Perkins V local needs assessment stakeholders, secondary CTE programs are required to have program advisory committees that annually review programs with a locally developed common evaluation tool. The common evaluation tool certifies all programs at a school are reviewed and evaluated equally. Programs are also reviewed by peers and the Maine DOE CTE Team through a scheduled consolidated school review process to ensure programs continue to align to the mandated industry standards which keeps them in line with workforce needs. The MOA review process also addresses the need for schools to include all demographics, including

Indian Tribes and Tribal organizations and multilingual learners, are represented in CTE.

2.b.xii. Include a copy of the local application template that the eligible agency will require eligible recipients to submit pursuant to section 134(b) of Perkins V. See Text Box 4 for the statutory requirements for local applications under section 134(b) of Perkins V.

See Appendix J for the template of the local application used for FY2025.

2.b.xiii. Include a copy of the comprehensive local needs assessment template and/or guidelines that the eligible agency will require of eligible recipients to meet the requirements of section 134(c) of Perkins V. See Text Box 5 for the requirements for the comprehensive local needs assessment under section 134(c) of Perkins V.

See Appendix K for the template of the Comprehensive Local Needs Assessment used for FY2025.

2.b.xiv. Provide the eligible agency's definition for "size, scope, and quality" that will be used to make funds available to eligible recipients pursuant to section 135(b) of Perkins V.

Maine's CTE programs are ensured to be of size, scope, and quality through a policy-driven CTE program approval process at both the secondary and postsecondary levels. The size of Maine's schools and programs is dependent on the demographics of the regions served. Maine's population is significantly less in Northern Maine than it is in Southern Maine. For State funding purposes the secondary essential programs and services funding requires 13 students in a program to fund a full teaching position, unless program criteria dictate fewer students. Scope is determined by the curriculum and National and State standards connected to the CIP codes and career pathways. CTE programs must be a sequence of courses that increases in specificity and depth as a student moves through the program. Unless a waiver is provided by the Maine Commissioner of Education, secondary CTE programs must be at a minimum 350 hours of instructional time for a 1-year program and 700 hours of instructional time for a 2-year program. Postsecondary programs, supported with Perkins funds, are offered through the Maine Community College System and move students towards specific careers and occupations within a chosen career pathway. The postsecondary training options include certifications and short-term training opportunities to postsecondary degrees. Work-based learning encompasses both career information and advisement and hands-on live work opportunities. Due to geographic and population sizes, live-work is generally offered within the secondary CTE school and the protocols for live-work are reviewed annually with the secondary school advisory board to ensure equality and safety. Postsecondary CTE also provides hands-on opportunities within college labs but focuses more on moving the student out into the workplace through internships, externships, practicums, or clinicals. Continued quality of CTE programs is ensured through ongoing local and state reviews of programs. In addition, all programs are reviewed by their program advisory committees.

Maine will further advance program quality through professional development opportunities to assist in reducing

the Perkins accountability measures disparity gap. Professional development for CTE personnel will focus on areas such as workforce alignment, secondary postsecondary alignment, academic technical skill alignment, and special population and diversity support.

A secondary CTE program must be approved by the commissioner, [in accordance with Maine 20-A, chapter 313](#), in order to:

- be offered by a career and technical education center, region or affiliated unit;
- receive state subsidy; or
- receive approval for federal funding, except that the commissioner may approve federal funding for new and emerging industry programs prior to granting approval for the career and technical education program.

An approved CTE program must be designed to enable a student to meet industry standards applicable to the program. (This legislated effort began during Perkins IV and will continue to be revised, improved, and implemented in Perkins V.)

- The commissioner shall establish an industry stakeholder group (The commissioner appointed the Maine Administrators of Career and Technical Education [MACTE] and secondary CTE program teachers, in consultation with business and industry, as the stakeholder group) to recommend industry standards to be met in each program offered by a career and technical education region, center or affiliated unit.
- The industry stakeholder group shall recommend national industry standards for each program, unless there are no relevant, applicable national industry standards or the group determines that the national industry standards do not meet the needs of students and employers in this State.
- If the industry stakeholder group does not recommend a national industry standard for a program, the commissioner shall convene one or more stakeholder groups to adopt or create state industry standards for that program.
- The commissioner shall accept or reject the industry stakeholder group's recommendations under this subsection. If the commissioner accepts the recommendations, those industry standards become the applicable industry standards for the program. If the commissioner rejects the recommendations, the commissioner shall either designate alternative standards or ask the stakeholder group to make other recommendations.

To the greatest extent possible, a secondary career and technical education program offered at a center or region must provide students the opportunity to take advantage of any applicable learning pathways, including learning pathways set forth in an articulation agreement with a postsecondary institution or in a collaborative agreement with publicly supported secondary and postsecondary educational institutions that form a dual enrollment career and technical education program pursuant to [chapter 229](#).

A postsecondary community college CTE program is approved through the Governor-appointed Board of Trustees.

See Appendix L for Secondary CTE program Approval and Appendix M for Postsecondary CTE Program Approval.

The Maine Community College System Board of Trustees reserves to itself, with the one exception below, final decisions on program of study implementation or discontinuance after receiving recommendations from the president of the System following discussion with the President's Council. The System president is authorized to act on behalf of the Board of Trustees regarding requests from colleges to add programs of study at the same or lower level as options in approved diploma or associate degree programs of study in accordance with established procedures. The concept for a new program of study or the rationale leading to the discontinuance of an established program of study in most instances should be initiated by the local college.

The Board of Trustees recognizes the importance of continuous improvement in the pursuit of excellence through self-evaluation and assessment. The objectives of the program review process is 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.

The Board of Trustees retains the authority to review each academic program offered by the colleges. Each college shall evaluate such academic programs every five-years and report such evaluations to the appropriate committee of the Board of Trustees; provided that, for academic programs that are accredited by a national authority and are evaluated by such authorities pursuant to a site visit or report(s), a college need only inform such committee of the evaluations provided by such authorities.

2.c. Meeting the Needs of Special Populations

2.c.i. Describe the eligible agency's program strategies for special populations, including a description of how individuals who are members of special populations— i. will be provided with equal access to activities assisted under this Act; ii. will not be discriminated against on the basis of status as a member of a special population; iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations; iv. will be provided with appropriate accommodations; and v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)

The Maine DOE strives to ensure that Maine schools are inclusive, healthy, safe, and supportive communities where every student thrives. The goal of the Maine DOE's Office of School and Student Supports is to coordinate resources and programs that promote psycho-socially, physically, and environmentally healthy school communities for all. Staff consultants provide guidance to schools, families, and communities in areas that include: alternative education, physical and health education, health services, dropout prevention, education for highly mobile students, student behavior and school climate. The Whole School, Whole Community, Whole Child Model

works as a framework to inspire an integrated approach to student support services that can help local schools create solutions by examining challenges from multiple perspectives.

The Maine DOE- Office of Special Services and Inclusive Education is committed to ensuring the provision of a free appropriate public education in the least restrictive environment for children with disabilities ages three through twenty. The unique needs of children with disabilities, who are eligible to receive services, are supported through collaboration with families, school districts, public and private agencies, and other programs.

Equal access to a full range of quality CTE 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 based on 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 low-income youth and adults;
- individuals preparing for non-traditional fields;
- single parents, including single pregnant women;
- out-of-workforce individuals;
- English learners;
- homeless individuals
- youth who are in, or have aged out of, the foster care system; and
- youth with a parent who is a member of the armed forces and is on active duty.

Maine CTE secondary and postsecondary schools are required to follow the guidance provided in The [Maine Unified Special Education Regulation Birth to Age Twenty](#).

Every child with a disability between 16 and 20 years of age may be provided an opportunity for an interest and aptitude evaluation. Such evaluations may include job sampling and practical experiences if determined to be appropriate. Such vocational evaluations may be provided by qualified evaluators. The purpose of the vocational evaluation is to assist the IEP Team to identify child's vocational interests, his/her vocational strengths, and deficits in work skills and behaviors that would interfere with appropriate educational programs and services that would be reasonably expected to result in the gainful employment of the child. Based on the results of such an evaluation, a component of the child's Individualized Education Program shall be developed to include special education, supportive services and vocational services necessary to accomplish the identified vocational goals. A representative of the appropriate regional career and technical agency or program shall be invited to participate in the development of this component of the child's Individualized Education Program.

Members of special populations shall not be discriminated against in any way. 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.

Maine will continue to carry out the MOA reviews of both the secondary and postsecondary CTE schools to ensure compliance with all affirmative action, Americans with Disabilities Act, Title IX and other federal requirements providing for non-discrimination. Maine has developed a plan for MOA monitoring civil rights compliance in CTE. The CTE School Review and Equity Coordinator, whose responsibility it is to implement the MOA review, is a member of the Maine DOE CTE Team and is responsible for: providing technical assistance to administrative and supervisory personnel at all levels of the recipient institutions to ensure compliance with the provisions of the law; establishing the procedures which ensure compliance with the provisions of the law; and carrying out monitoring in the institutions that offer vocational programs and receive federal funds.

Maine's secondary and postsecondary institutions that offer CTE programs and receive federal financial assistance will be selected for an on-site review based on an approved risk model that assesses the likelihood of risk based on demographic indicators and time lapse between reviews. Three secondary and one postsecondary school will be reviewed annually based on their risk score. Reviews are also scheduled due to any or all of the following reasons listed below:

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

Secondary On-Site School Reviews

On-site comprehensive school reviews are conducted at secondary schools and consist of a visit to the institution and interviews with the superintendents/presidents, principals, directors, guidance counselors, teachers/faculty, deans, department heads and students, as well as classroom observation, review of records, and tours of the physical plant and grounds to assess the institutions compliance with federal civil rights statutes in the CTE programs offered by the institution.

Maine will continue to ensure provision of CTE programs, services, and activities of students with disabilities are provided for in the least restrictive environment possible. Published in 2020, the Field Guide: Serving Student with IEP and 504 needs in CTE, offers strategies and highlights best practices for supporting students as they progress through their programs. This document can be found [here](#). The CTE School Review and Equity Coordinator in collaboration with an Office of Special Services and Inclusive Education team member, now offers a training that creates a foundation for communication between CTE schools and sending schools by emphasizing key components of this field guide. <https://www.isbe.net/Documents/Special-Populations-Definitions.pdf> In addition, a full range of supplementary services are made available to facilitate enrollment and success of students with disabilities in regular CTE programs consistent with their Individual Education Plans (IEPs) including:

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

Maine's special education forms and procedures manual can be found [here](#).

At the secondary-level Maine requires all special needs identified students to have an Individualized Education Plan (IEP) to ensure all students receive an appropriate education. The IEP was instituted for students with a disability in accordance with the Individuals with Disabilities Act. The IEP is developed by a team that includes school staff, the student, and the student's family. The IEP includes an assessment of the student's academic achievement and functional performance, measurable annual goals, and updates on the student's progress, it also identifies specially-designed instruction and accommodations needed to provide the student with a free and appropriate education. Although CTE representatives are not always included in the IEP process due to the State's local control structure, the local sending schools are required to provide the CTE schools with copies of student IEPs. Schools work with parents and IEP teams to identify reasonable accommodations to place students in CTE programs and aid them as they work toward completion of their program.

Postsecondary

At the postsecondary level students must self-identity as a special population to receive accommodations and supports. General Administration Section 201 - NON-DISCRIMINATION, EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION establishes policy prohibiting discrimination throughout the Maine Community College System.

A. Statement of Intent: The Maine Community College System recognizes that unlawful discrimination in educational programs and employment based upon race, color, religion, sex, sexual orientation, including gender identity or expression, national origin, disability, age, genetic information or status as a Vietnam era veteran can foreclose economic opportunity to a significant number of persons. In order to avoid this inequity and to afford all persons the opportunity to achieve their rightful place in society, the Maine Community College System pledges to eliminate unlawful discrimination upon any group protected by state or federal laws and, in addition, to take affirmative action to recruit, employ and educate qualified members of under-represented groups.

B. Policy Statement The Maine Community College System provides equal opportunity regardless of race, creed, color, national origin, religion, sex, sexual orientation, including gender identity or expression, age, genetic information or Vietnam era veteran status pursuant to Titles VI and VII of the Civil Rights Act of 1964; Title IX of the Educational Amendments of 1972; Executive Order 11246 as amended by Executive Order 11375; the Age Discrimination in Employment Act of 1975; the Vietnam Era Veterans Readjustment Assistance Act of 1974; the Immigration Reform and Control Act of 1986; the Genetic Information Nondiscrimination Act of 2008; and the Maine Human Rights Act (5 M.R.S.A., §4551, et. seq.). In addition, pursuant to the Rehabilitation Act of 1973, the Americans with Disabilities Act of 1990 and the Maine Human Rights Act, the Maine Community College System does not discriminate on the basis of disability in its programs and activities. This policy affects employment policies and actions, as well as the delivery of educational services, at all levels and facilities of the Maine Community College System.

Further, the Maine Community College System objective of equal opportunity will be met by taking affirmative action, i.e., making goal-oriented efforts to increase the numbers of women and minority groups in positions where their representation has been less than proportionate to their availability.

C. Implementation Authority and responsibility for implementing, maintaining and monitoring non-discrimination, affirmative action and equal opportunity at the Maine Community College System lies primarily with the president of each college and the System. All directors, department heads and equivalent officers are similarly responsible within their areas of jurisdiction. The System president through the System Office shall also help ensure that all units of the System comply with the stated policy of the Board of Trustees, and with all pertinent state and federal laws and regulations.

D. Notice of Non-Discrimination Commonly accessible bulletin boards maintained by the colleges and System Office shall contain the following notice of non-discrimination. The long form notice shall be posted in a prominent place in each building, and all college publications including, but not limited to, student and employee handbooks, catalogs, websites and other relatively lengthy sources shall contain the notice at the top or bottom of the inside front cover. For websites, the bottom of the homepage should contain a link to the long form notice. The short form of the notice may be placed in publications that have more limited space, such as flyers, brochures and advertisements in newspapers. Advertisements for employment in newspapers, journals and other sources shall also contain position title, closing date and contact information.

Secondary and postsecondary CTE focus on nontraditional training and employment awareness. The CTE community continues to support efforts to move toward gender balance in occupational choice.

Under ideal circumstances, the percentage of students of each gender enrolled in individual CTE programs would approximate the percentage of students of each gender enrolled in its sending schools. In addition, the percentage of students of each gender enrolled in each CTE program would approximate the percentage of workers of each gender represented in the labor market.

Maine will continue gender equity work through the funded special populations consultant, or CTE School Review and Equity Coordinator. This position also serves as the Methods of Administration coordinator. During Perkins V, Maine will explore additional activities and professional development that may be offered to provide the opportunity for more gender balanced programs. Maine will continue to offer awareness programs such as the Trades for ME (previously, “Totally Trades”) days for girls, but also look to diversify the awareness opportunities for all student populations.

At the postsecondary level, the college campuses of the Maine Community College System offer programs that support gender equity. This support might be in the form of promoting participation in nontraditional programs, providing counseling, convening support groups, establishing nontraditional student clubs, holding seminars on gender inclusion, highlighting success stories, and inviting guest speakers and alumni working in nontraditional fields.

2.d. Preparing Teachers and Faculty

2.d.i. Describe how the eligible agency will support the recruitment and preparation of teachers, including special education teachers, faculty, school principals, administrators, specialized instructional support personnel, and paraprofessionals to provide career and technical education instruction, leadership, and support, including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations. (Section 122(d)(6) of Perkins V)

Stakeholder meetings reemphasized the need for recruiting, training, and supporting CTE teachers. This group suggested the following ways to entice and train CTE teachers:

- Offer industry supported trainings
- Enable teacher sharing through distance education to increase support in rural areas
- Invite industry to classroom
- Have all teachers, not just CTE teachers, go out into industry so they understand the jobs that students will be employed in
- Increase mentoring for new CTE teachers
- Offer CTE specific teacher training programs
- Provide more diverse professional development that links academics, technical skills, and workforce
- Include CTE in training requirements for school administrators

To provide the recruitment and preparation of CTE teachers, administration, paraprofessionals, etc., Maine is committed to the following:

- Providing relevant professional development
- Revising certification laws to allow greater access for potential teachers from industry
- Increasing the teacher preparation programs by working with higher education
- Increasing industry area teacher certification through collaboration with industry associations
- Establishing a liaison between the field and the Maine DOE certification team to enhance communication and assist with certification issues
- Initiating a Maine DOE teacher recruitment and retention committee with representatives from all educational areas
- Creating legislation to increase teacher salaries

At the postsecondary level all recruitment and preparation of faculty and staff is conducted at the local level. Each college has their own policies and procedures for hiring faculty and staff.

A strategic priority of the Maine DOE is to develop, support, and sustain a robust educator workforce. The Department convened an Educator Talent Committee, a core group of internal and external stakeholders, to share their experiences, look at research and trends, and to make recommendations on how to address Maine's

educator shortage.

From this work, four major themes emerged:

- Recruitment and Retention Efforts
- Diversify Educator Workforce Efforts
- Support Educator Development, Growth, and Leadership
- Elevate Educators and the Education Profession.

In 2022, the Maine DOE launched the [Teach Maine Plan](#) which offers an in depth look into each theme. Within each theme, readers will find recommended strategies and action steps. These strategies are based on models from Maine that can be expanded, and models from other states that can be adapted.



3. Fiscal Responsibility

3.a. Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how— each eligible recipient will promote academic achievement; each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and each eligible recipient will ensure the local needs assessment under section 134 takes into consideration local economic and education needs, including, where appropriate, in-demand industry sectors and occupations. (Section 122(d)(5) of Perkins V)

Maine will continue to use an online grant management system to review and approve all Perkins funded activities. All activities must be approved prior to obligation of funds. The Maine DOE CTE Team takes part in the Perkins application review and each consultant approves activities that are relevant to their expertise.

Maine will continue to promote academic achievement of the Maine Learning Results. Legislation now allows high schools to use a proficiency-based diploma option at local discretion. In addition to the vision of the Department of Education, Commissioner Makin has instituted a values-based framework for decision making within Maine DOE. All ideas, initiatives, legislation, and vendor/products will be assessed as to whether the action is good for students, honors the expertise in the field, and/or represents responsible stewardship. The statewide focus on academic achievement will move forward under this direction. Maine DOE will continue to offer professional development and technical assistance to the field to help schools continuously improve curriculum, instruction and assessment.

Maine legislated the implementation of national or state standards for all CTE programs. 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. Current work to determine academic skill and technical skill intersections and mapping academic standards to technical standards will be continued and supported.

To meet the requirement of Perkins for CTE schools and programs to be evaluated, postsecondary schools are accredited by the New England Commission of Higher Education (NECHE) and secondary CTE schools are reviewed by the New England Association of Schools and Colleges (NEASC) or the Maine DOE CTE Team's Comprehensive School Review (CSR). The Maine DOE CSR is structured to include a full-cycle review in which the Maine DOE CTE Team provides a thorough analysis of the school's overall operations; as well a mid-cycle review that provides an opportunity for schools to show progress toward recommendations provided during the full review. This presence in the schools allows the Maine DOE CTE Team to evaluate programs for continuous improvement. The Maine DOE CSR provides feedback on six overarching schoolwide standards, individualized program effectiveness, and includes a facility review heavily focused on safety. The school begins the CSR process a year prior to the on-site review by completing a series of self-studies in each subject area. Technical assistance is provided by Maine DOE CTE staff throughout the year-long preparation process. Affirmation of the self-studies occurs during the on-site visit using a process of interviews and by reviewing evidential documentation. A final report is made available to the school.

The Maine DOE CTE Team, with contribution from secondary and postsecondary recipients, stakeholders, and national associations, developed a local needs assessment template for all secondary and postsecondary eligible recipients to use as a guide for their LNAs. Prior to the July 1, 2020 application the Maine DOE CTE Team will review the assessments for completion and ensure Perkins funds are aligned to the needs determined by the assessment.

3.b. Describe how funds received by the eligible agency through the allotment made under section 111 of the Act will be distributed— among career and technical education at the secondary level, or career and technical education at the postsecondary and adult level, or both, including how such distribution will most effectively provide students with the skills needed to succeed in the workplace; and among any consortia that may be formed among secondary schools and eligible institutions, and how funds will be distributed among the members of the consortia, including the rationale for such distribution and how it will most effectively provide students with the skills needed to succeed in the workplace. (Section 122(d)(8) of Perkins V)

The Maine State Board of Education, which is the eligible agency for Maine Perkins funds, in consultation with Maine DOE leadership, which is responsible for both secondary CTE and Adult Education, and Leadership of the MCCS, determined that the Perkins V allocation split for secondary and postsecondary eligible recipients will be 50/50. In Maine, the eligible recipients will include the 27 secondary CTE regions and centers and the MCCS.

Although coordination of efforts at the local secondary level is highly supported, Maine does not currently have consortia that are eligible to receive Perkins funds. All funds will continue to be distributed to the eligible secondary and postsecondary institutions and no funds will be distributed to consortia. All funds will be used in accordance to the Perkins V act to provide Maine students CTE opportunities that give them the skills they need to succeed in the workplace.

3.c. Describe how the eligible agency will adjust the data used to make the allocations to reflect any changes in school district boundaries that may have occurred since the population and/or enrollment data was collected, and include local education agencies without geographical boundaries, such as charter schools and secondary schools funded by the Bureau of Indian Education. (Section 131(a)(3) of Perkins V)

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.

3.d. If the eligible agency will submit an application for a waiver to the secondary allocation formula described in section 131(a)— a. include a proposal for such an alternative formula; and b. describe how the waiver demonstrates that a proposed alternative formula more effectively targets funds on the basis of poverty (as defined by the Office of Management and Budget and revised annually in accordance with section 673(2) of the Community Services Block Grant Act (42 U.S.C. 9902(2)) to local educational agencies with the State. (Section 131(b) of Perkins V) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

Maine requests to continue the minimal threshold waiver for the Van Buren secondary career and technical Center that was approved in the transition year. This school is located in Van Buren, Maine which is both rural and sparsely populated. This waiver was granted for Perkins IV as it was determined the school district's budget office is the best option to distribute the Perkins funds to the CTE school. The distance between CTE schools and the various district business offices make a consortium unfavorable.

3.e. If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)— include a proposal for such an alternative formula; and describe how the formula does not result in a distribution of funds to the eligible institutions or consortia with the State that have the highest numbers of economically disadvantaged individuals and that an alternative formula will result in such a distribution. (Section 132(b) of Perkins V) Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).

The postsecondary funds will continue to be distributed using the alternative formula approved in the Perkins State Plans for both Perkins III and IV and the Transition Plan of Perkins V. The sole use of Pell Grants as criteria for allocation made it difficult for college campuses to budget consistent support of programs and students.

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

3.f. If the eligible agency will award reserve funds to eligible recipients under section 112(c) of Perkins V, describe the process and criteria for awarding those funds.

Once the Maine DOE CTE Team calculates Perkins formula distributions based on federal estimates in April/May, the CTE State Director and the Perkins Grant Manager notify the Maine State Board of Education (eligible agency) of the expected allotment. The Maine DOE Team provides context and recommendations on potential uses of reserve funds, including updates on performance indicators and statewide CTE trends. The State Board of Education votes on the use of reserve funds and notifies Maine DOE. Historically, reserve funds have been used

for the following activities:

- Rolled reserve funds back into the local formula (which is based on SAIPE data on population and poverty)
- Targeted reserve funds for supplies and equipment
- Work with sending schools to align course work with graduation requirements
- Support implementation of middle school-CTE
- Expansion of CTE exploratory programming specifically in the 9th and 10th grades

3.g. Provide the State’s fiscal effort per student, or aggregate expenditures for the State, that will establish the baseline for the Secretary’s annual determination on whether the State has maintained its fiscal effort and indicate whether the baseline is a continuing level or new level. If the baseline is new, please provide the fiscal effort per student, or aggregate expenditures for the State, for the preceding fiscal year. (Section 211(b)(1)(D) of Perkins V)

Prior to FY19 all state essential programs and services (EPS) funding for secondary education was distributed the school administrative districts without targeted funding for CTE. Maine [L.D. 2017, Chapter 446](#), requires secondary CTE funding to be distributed as targeted funds. Maine will include the State CTE targeted funding provided to secondary CTE schools. As we only have one year of data, we are resetting our maintenance of effort baseline to 95% of the FY19 baseline as authorized in section 211 (b)(1)(d) of Perkins V. We have also included our Perkins State Administrative match.

	FY18	FY19	FY20 with authorized 5% reduction	FY21	FY22	FY23
Secondary CTE Legislated Funds	Prior to FY19 secondary CTE funds were not targeted	\$53,500,000	\$50,825,000	\$56,107,199	\$59,154,934	\$65,290,710
Postsecondary CTE Legislated Funds	\$47,169,625	\$50,240,861	\$47,728,817	\$56,106,919	\$56,922,834	\$66,606,228
Total Maine Legislated CTE Funds	\$47,169,625	\$103,740,861	\$98,553,817	\$112,614,118	\$116,077,768	\$131,896,938
Perkins State Admin Match	\$274,884	\$290,225	\$307,439	\$312,358	\$325,207	\$302,647
Total Match and MOE	\$47,444,509	\$104,031,086	\$98,861,256	\$112,926,476	\$116,402,975	\$132,199,585

Associate in Arts students are removed from the calculation. Postsecondary funds are based on the % of CTE students served with State funds.

4. Accountability for Results

4.a. Identify and include at least one (1) of the following indicators of career and technical education program quality— a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential; b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V) Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States. Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.

Per direction of the Maine State Board of Education, Maine will use the percentage of CTE concentrators graduating from high school having attained postsecondary credits in relevant CTE programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement as the program quality measure. Technical education postsecondary credits will be collected through the Maine DOE student information system. This measure aligns with the requirement to provide postsecondary credit opportunity within its Perkins programs of study and the Maine State Board of Education’s strategic priorities.

5S2 Program Quality – Attained Postsecondary Credits

Perkins: Number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant career and technical education program through a dual or concurrent enrollment program or another credit transfer agreement.

Maine Definitions: Numerator: Number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant career and technical education program through a dual or concurrent enrollment program or another credit transfer agreement.
Denominator: Number of CTE concentrators who graduated from high school.

Formula:
$$\frac{[\# \text{ of CTE graduated concentrators who have attained dual or concurrent postsecondary credits in state's Student Information System (SIS)]}{[\# \text{ of CTE graduated concentrators}]}$$

4.b. Provide on the form in Step 4b, for each year covered by the State plan beginning in FY 2020, State determined performance levels or each of the secondary and postsecondary core indicators, with the levels of performance being the same for all CTE concentrators in the State. (Section 113(b)(3)(A)(i)(I) of Perkins V)

Maine's secondary concentrator definition	
Federal CTE Secondary Concentrator definition	"CTE concentrator" means—at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study
Maine's CTE Secondary equivalent of at least 2 courses in a program or program of study	A Secondary CTE Concentrator is a student who has attended an approved secondary CTE program for at least 120 days in a school year and the program is federally defined.
Rational:	Maine Chapter 313: "Career and technical education" means a course or program of education designed to create or improve job-related skills that is part of a secondary school curriculum and approved by the commissioner according to this chapter. An approved sequence of rigorous career technical courses at the secondary level which prepare students for entry-level careers. Unless a waiver has been granted by the Commissioner of Education, each sequence is comprised of a minimum 350 hours for a 1-year program and 700 hours for a 2-year program and delivering the selected industry standard for the program area. Programs and standards are approved by the Commissioner of Education during the program application approval process. CTE programs also prepare students by providing the foundations for more advanced postsecondary training, as well as assisting students to complete relevant state academic standards.
Maine's postsecondary concentrator definition	
Federal CTE Postsecondary Concentrator definition	"CTE concentrator" means— "at the postsecondary level, a student enrolled in an eligible recipient who has – (i) earned at least 12 credits within a single career and technical education program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total."
Maine's CTE Postsecondary equivalent of at least 2 courses in a program or program of study	A postsecondary CTE Concentrator is a student who has – (i) earned at least 12 credits within a single career and technical program or program of study comprised of 12 or more academic and technical credits that terminates in the award of an industry-recognized credential, including certificates and degrees; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

Rational: Inclusion of academic and technical credits to clarify that the credits earned may include all types of credit required for the completion of the credential and ensure credentials are relevant to industry.

College degree credit hours are based on the number of student contact hours. A contact hour includes any lecture or lab time when the professor is teaching the student or coaching the student while they apply the course information to an activity. Most courses are 3 credit hours per week for 15 weeks. Based on Maine Community College System Policy 302:

*A **certificate** is awarded upon the successful completion of a prescribed program of vocational and/or technical courses that leads to an occupational skill and includes the following:*

- *16 to 36 credit hours of coursework, including appropriate related and/or general education courses as specified by the program;*
- *Demonstrated competence in mathematics and communication skills at a level consistent with the requirements of the program. This competency may be demonstrated either by satisfactory performance on prescribed academic assessment tests or by completing required communications and mathematics courses; and*
- *Achievement of a minimum cumulative grade point average of 2.0.*
- *Includes in the core curriculum a minimum of 25% of the credits that differentiate the program and build knowledge depth in an area of focus of the program.*

*An **Associate in Applied Science** credential is awarded upon the successful completion of a program designed for employment in a specific occupation or to upgrade skills to improve the opportunity for advancement within an existing position. The approximate number of credit hours is 68.*

- *General Education*
 - *Writing 6 credits*
 - *Quantitative Literacy/Natural Science 6-7 credits*
 - *Creative Arts/Humanities/Social Science 6 credits*
 - *Any General Education Elective 3 credits*
- *Program Core up to 34 credits*
- *Minimum Cumulative Grade Point Average 2.0.*

*An **Associate in Science** credential is awarded upon the successful completion of a program designed primarily to prepare students to transfer to an upper division baccalaureate program with an emphasis in math and/or science.*

- *General Education*
 - *Writing/ Communication 6 credits*
 - *Quantitative Literacy/Natural Science 12*-15 credits*

- *Creative Arts/Humanities 3 credits*
- *Social Science 3 credits*
- *Diversity/Ethical Reasoning 3 credits*
- *Any General Education Elective 3** credits*
- *Program Core up to 34 credits*
- *Minimum Cumulative Grade Point Average 2.0*

*An **Advanced Certificate** for occupational programs of study is awarded upon the successful completion of a prescribed program of vocational and/or technical courses designed to enhance the occupational skills of students seeking employment in highly specialized occupations. Advanced Certificates require:*

- *16 to 36 credit hours of coursework as specified by the program exclusive of practicum hours;*

Achievement of a minimum cumulative grade point average of 2.0;

4.c. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include— a. a description of the process for public comment under section 113(b)(3)(B) of Perkins V as part of the development of the State determined levels of performance (see Text Box 7 for the statutory requirements for consultation on State determined performance levels under section 113(b)(3)(B) of Perkins V);

State determined performance levels were posted on the Maine DOE CTE Perkins V webpage and notice of the posted performance levels went out through the Maine DOE Newsroom and direct email notification to stakeholders, CTE schools, and Maine DOE staff with a request to share with their contacts. Public comment was received via email or posted mail. A contact email and address were provided on the site. Opportunity for input from October 10, 2019 through December 9, 2019.

4.d. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include— b. an explanation for the State determined levels of performance that meet each of the statutory requirements in Text Box 8; and

1S1 Four-Year Graduation Rate

Perkins: The percentage of CTE concentrators who graduate from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Maine Definitions: Numerator: Number of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

Denominator: Number of CTE concentrators who graduate and do not graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965)

Formula:
$$\frac{[\# \text{ of CTE four-year adjusted cohort graduated concentrators}]}{([\# \text{ of CTE four-year adjusted cohort graduated (+) \# of four-year adjusted cohort non-graduated concentrators}]}$$

Example:
$$25 / (75+25) = 25/100 = 25\%$$

2S1 Academic Proficiency in Reading/Language Arts

Perkins: CTE concentrators who achieved reading / language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (SAT in the 11th grade)

Maine Definitions: Numerator: Number of CTE concentrators who achieved reading / language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (SAT in the 11th grade)

Denominator: Number of CTE concentrators who achieved and did not achieve reading / language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (SAT in the 11th grade)

Formula:
$$[\# \text{ of CTE concentrators who are proficient or better on the SAT's reading/language and left}]$$

secondary education in reporting year]

(/)

[# of CTE concentrators who took SAT's reading/language arts and left secondary education in reporting year]

Example: $50/100 =$
50%

2S2 Academic Proficiency in Mathematics

Perkins: CTE concentrators who achieved mathematics proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (SAT in the 11th grade)

Maine Definitions: Numerator: Number of CTE concentrators who achieved mathematics proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (SAT in the 11th grade)

Denominator: Number of CTE concentrators who achieved and did not achieve mathematics proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (SAT in the 11th grade)

Formula:
$$\frac{[\# \text{ of CTE concentrators who are proficient or better on the SAT's mathematics and left secondary education in reporting year}]}{[\# \text{ of CTE concentrators who took SAT's mathematics and left secondary education in reporting year}]}$$

Example: $50/100 =$
50%

2S3 Academic Proficiency in Science

Perkins: CTE concentrators who achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (Maine Educational Assessment (MEA) for Science in 11th grade)

Maine Definitions: Numerator: Number of CTE concentrators who achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (Maine Educational Assessment (MEA) for Science in 11th grade)

Denominator: Number of CTE concentrators who achieved and did not achieve science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (Maine Educational Assessment (MEA) for Science in 11th grade)

Formula:
$$\frac{[\# \text{ of CTE concentrators who are proficient or better on the MEA and who in the reporting year left secondary education}]}{[\# \text{ of CTE concentrators who took MEA who in the reporting year left secondary education}]}$$

Example: $50/100 = 50\%$

3S1 Postsecondary Placement

Perkins: The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed as recorded in the NEO CTE Post-Grad Placement survey.

Maine Definitions: Numerator: Number of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service

or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed as recorded in the NEO CTE Post-Grad Placement survey.

Denominator: Number of CTE concentrators who left secondary education.

Formula:
$$\frac{[\# \text{ of CTE concentrators who are in the second quarter after exiting from secondary education are engaged in one of the following:} \\ \begin{aligned} &\text{-postsecondary education} \\ &\text{-advanced training} \\ &\text{-military service} \\ &\text{-volunteers within the Peace Corps Act (22 U.S.C. 2504(a))} \\ &\text{-employed} \end{aligned}]}{[\# \text{ of CTE concentrators who exited from secondary education in the reporting year}]}$$

Example:
$$\frac{50}{(25+10+15+25+25)}$$

$$\frac{50}{(100)}$$

 50%

The NEO CTE Post-Grad Placement survey is a new data compilation for Maine DOE CTE since automated system data-mining is not available at this time. CTE Center/Regions will be asked to contact their CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

4S1 Non-traditional Program Enrollment

Perkins: CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to non-traditional fields.

Maine Definitions: Numerator: Number of CTE concentrators from underrepresented gender groups, in career and technical education programs, that lead to nontraditional occupation.

Denominator: Number of CTE concentrators in nontraditional occupation career and technical education programs.

Formula:
$$\frac{[\# \text{ of CTE concentrators who have been counted as non-trad based on gender per program}]}{[\# \text{ CTE concentrators enrolled in programs based on program non-trad assignments}]}$$

Example: $50/100 = 50\%$

5S2 Program Quality – Attained Postsecondary Credits

Perkins: Number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant career and technical education program through a dual or concurrent enrollment program or another credit transfer agreement.

Maine Definitions: Numerator: Number of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant career and technical education program through a dual or concurrent enrollment program or another credit transfer agreement.
Denominator: Number of CTE concentrators who graduated from high school.

Formula:
$$\frac{[\# \text{ of CTE graduated concentrators who have dual or concurrent postsecondary credits in state's Student Information System (SIS)]}{[\# \text{ of CTE graduated concentrators}]}$$

Example: $50/100 = 50\%$

1P1: Post-Program Placement

Perkins: The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

Maine Definitions: Numerator: Number of CTE concentrators enrolled in postsecondary education in year prior to reporting year who remain enrolled in postsecondary education, advanced training, or

service, or who have wages earned in the second quarter after leaving postsecondary education

Denominator: Number of CTE concentrators enrolled in postsecondary education in year prior to reporting year.

Formula:
$$\frac{[\# \text{ of CTE concentrators enrolled in postsecondary education in year prior to reporting year who remain enrolled in postsecondary education, advanced training, or service, or who have wages earned in the second quarter after leaving postsecondary education}]}{[\# \text{ of CTE concentrators enrolled in postsecondary education in year prior to reporting year}]}$$

2P1: Earned Recognized Postsecondary Credential

Perkins: The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

Maine Definitions: Numerator: Number of CTE concentrators who earned a recognized postsecondary credential and left secondary education in reporting year
Denominator: Number of CTE concentrators who left secondary education in reporting year

Formula:
$$\frac{[\# \text{ of CTE concentrators who earned a recognized postsecondary credential and left secondary education in reporting year}]}{[\# \text{ of CTE concentrators who left secondary education in reporting year}]}$$

3P1: Non-traditional Program Concentration

Perkins: The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Maine Definitions: Numerator: Number of CTE concentrators who represent the non-traditional gender enrolled in programs leading to careers in which one gender is underrepresented in reporting year
Denominator: Number of CTE concentrators enrolled in programs leading to careers in which one gender is underrepresented in reporting year

Formula:
$$\frac{[\# \text{ of CTE concentrators who represent the non-traditional gender enrolled in programs leading to careers in which one gender is underrepresented in reporting year}]}{[\# \text{ of CTE concentrators enrolled in programs leading to careers in which one gender is underrepresented in reporting year}]}$$

4.e. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include— c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V). As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.

Secondary performance measures 1S1 – Graduation Rate, 2S1 - Academic Proficiency in Reading/Language Arts, 2S2 - Academic Proficiency in Mathematics, and 2S3 - Academic Proficiency in Science align to data used to determine performance for Maine’s ESEA State Plan. Postsecondary performance measures 1P1: Post-Program Placement and 2P1: Earned Recognized Postsecondary Credential align to performance measures set in Maine’s WIOA State Plan.

State determined secondary levels of performance were determined using 3 years of historical data, if available, using the Perkins V indicator definitions. Results were used to set performance growth using calculated baseline performance levels. As secondary testing strategies and Maine State standards have evolved over the past few years, some of the data is not concrete.

State determined postsecondary levels of performance were determined using 3 years of historical data, if available, using the Perkins V indicator definitions. Results were used to set performance growth using calculated baseline performance levels. Baseline level for 1P1 was determined using Community College Survey of Student Engagement (CCSSE) data for current students and recent graduate employment rates as there was insufficient time for a data match.

Baseline data and state level projected growth was shared with local eligible recipients to determine local levels of performance. Eligible recipients are given the opportunity to negotiate alternative performance levels if State levels do not align to local needs.

Perkins V Core Performance Indicator Negotiation Process for Postsecondary

- Performance Indicator measures from prior two reporting years averaged to establish new benchmarks at the state and local levels
- Identification of statewide and local goals for upcoming grant years, based on benchmarks and desired improvements
- Local benchmarks and proposed goals communicated with college leadership for review
- Goal acceptance or counter-proposals returned to Perkins Coordinator
- Any counter-proposals reviewed and accepted or further countered until agreement reached
- Final negotiated measures sent to MDOE

4.f. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V). As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.

64 Finished									
% of total (64) Agree	% of total (64) Disagree	% of question Agree	% of question Disagree	Total	Agree	Disagree	Questions	Question details	
14%	9%	60%	40%	15	9	6	Agree/Disagree to all Sec	Please select if you Agree with all the proposed Secondary CTE Performance Indicators	
5%	9%	33%	67%	9	3	6	1S1_Q	Please select if you Agree or Disagree with 1S1	
0%	6%	0%	100%	4	0	4	2S1_Q	Please select if you Agree or Disagree with 2S1	
0%	6%	0%	100%	4	0	4	2S2_Q	Please select if you Agree or Disagree with 2S2	
0%	5%	0%	100%	3	0	3	2S3_Q	Please select if you Agree or Disagree with 2S3	
3%	3%	50%	50%	4	2	2	3S1_Q	Please select if you Agree or Disagree with 3S1	
3%	3%	50%	50%	4	2	2	4S1_Q	Please select if you Agree or Disagree with 4S1	
5%	0%	100%	0%	3	3	0	5S2_Q	Please select if you Agree or Disagree with 5S2	
11%	5%	70%	30%	10	7	3	Agree/Disagree to all Post-Sec	Please select if you Agree with all the proposed Post-Sec CTE Performance Indicators	
3%	2%	67%	33%	3	2	1	1P1_Q	Please select if you Agree or Disagree with 1P1	
5%	0%	100%	0%	3	3	0	2P1_Q	Please select if you Agree or Disagree with 2P1	
3%	2%	67%	33%	3	2	1	3P1_Q	Please select if you Agree or Disagree with 3P1	

Indicator	Description	Baseline	Year1	Year2	Year3	Year4
1S1	Four - Year Graduation Rate	92.51%	92.51%	93.34%	93.76%	94.38%
2S1	Academic Proficiency in Reading/Language Arts	40.14%	40.14%	40.76%	41.07%	41.53%
2S2	Academic Proficiency in Mathematics	18.30%	18.30%	19.53%	20.15%	21.07%
2S3	Academic Proficiency in Science	32.06%	32.06%	32.38%	32.53%	32.77%
3S1	Post-Secondary Placement	50.47%	50.47%	51.15%	51.49%	51.99%
4S1	Non-Traditional Program Enrollment	19.38%	19.38%	20.59%	21.19%	22.10%
5S2	Program Quality - Attained Post Secondary Credits	20.41%	20.41%	21.94%	22.71%	23.85%
Indicator	Description	Baseline	Year1	Year2	Year3	Year4
1P1	Post-Program Placement	87.5%	87.5%	88.0%	88.8%	90.1%
2P1	Earned Recognized Post-secondary Credential	51.0%	51.0%	51.6%	52.6%	54.2%
3P1	Non-traditional Program Concentration	13.6%	13.6%	14.0%	14.5%	15.1%

Sec Overall	<p>I would suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: The definition of postsecondary placement is prescribed in the Perkins Act. Placement of secondary students entering employment from high school is a part of the 3S1 measure although a truly valid percentage is difficult as we are not allowed to collect social security numbers to match with labor data. To gather this information, we will rely on self-reported student survey data that will be collected through the NEO student information system.</p> <p><u>3S1- Postsecondary Placement - The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed as recorded in the NEO CTE Post-Grad Placement survey. State Plan Guidance page 32</u></p> <p>I would like to see more performance indicators, something in the area of post-secondary employment in the field a student studied. And a component of performance in supporting EL students in earning a certification.</p> <p>Response: Alignment of employment to field of study is attempted through data sharing between the Maine Community College System and Maine Department of Labor. The classification of data in the two systems makes this alignment difficult. Also, In addition to the self-reported student surveys , the local Perkins applications look at resources for students around career opportunities. English Learners are a subpopulation within the required Perkins special</p>
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	<p>populations and the data is reported on all of the measures we are required to provide information to the US Department of Education, Office of Career and Technical and Adult Education.</p> <p><u>(C) State report.—</u></p> <p><u>(i) In general.—Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding—</u></p> <p><u>(I) the progress of the State in achieving the State determined levels of performance on the core indicators of performance; and</u></p> <p><u>(II) the actual levels of performance for all CTE concentrators, and for each of the subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48).; Perkins Act §113(b)(3)(C)</u></p> <p><u>(48) Special populations.—The term “special populations” means—</u></p> <p><u>(A) individuals with disabilities;</u></p> <p><u>(B) individuals from economically disadvantaged families, including low-income youth and adults;</u></p> <p><u>(C) individuals preparing for non-traditional fields;</u></p> <p><u>(D) single parents, including single pregnant women;</u></p> <p><u>(E) out-of-workforce individuals;</u></p> <p><u>(F) English learners;</u></p> <p><u>(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</u></p> <p><u>(H) youth who are in, or have aged out of, the foster care system; and</u></p> <p><u>(I) youth with a parent who—</u></p> <p><u>(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and</u></p> <p><u>(ii) is on active duty (as such term is defined in section 101(d)(1) of such title). Perkins Act §(3)(48)</u></p> <p>I do not agree with 3P1. Numbers are too low.</p> <p>Response:</p> <p>The percentages indicated used historical data to set a baseline. The postsecondary measure 3P1 looks at the number and percentage of nontraditional students, based on gender, enrolled in nontraditional programs, based on the National Alliance for Partnerships in Equity nontraditional Occupations Crosswalk (click here for website). Programs are considered nontraditional by gender if the employment market data indicates that occupations employ less than 25% of men or women. These levels may need to be adjusted once the new nontraditional occupations crosswalk is available.</p> <p>This model makes sense to me</p>
1S1	<p>Four - Year Graduation Rate</p> <p>Wasn't sure if I missed it or if it is only the SAT' scores that count for a secondary performance level? I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response:</p> <p>Perkins accountability uses the Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA) data indicators for the CTE academic measures as prescribed by the Perkins Act.</p> <p><u>Alignment of performance indicators.—In developing core indicators of performance under subparagraphs (A) and (B), an eligible agency shall, to the greatest extent possible, align the indicators so that substantially similar information gathered for other State and Federal programs, or for any other purpose, may be used to meet the requirements of this section. Perkins Act §113(b)(2)(C)</u></p>

	<p>I would also suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program. "</p> <p>Response: This comment was addressed above in the overall comment section.</p> <p>As an educational leader there has been little work done to present this information to sending principals. There should be some networking done with the Maine Principals' Association.</p> <p>Response: As part of the required consultation process of Perkins V, Maine has invited members of this group the Perkins V Stakeholder meetings. Additional communications and connections will be made and continued throughout Perkins V. (see pages 16, 23-25, 36, and Appendix E – Consolidated Local Needs Assessment)</p> <p>Why are you making your Secondary reading, math and science indicators so low? CTE students will be expected to perform better in their jobs and need these skills. Revise them. The same with "nontraditional program enrollment". Make it a goal for CTE students to go for an industry recognized credential. This ties in with post-secondary performance levels. Make the stakes higher.</p> <p>Response: Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year. All programs are mandated by state law to be aligned to national industry standards and the majority of the programs already offer industry recognized credentials as part of the curriculum. Raising the indicator levels to "higher stakes" and making them unattainable will result in improvement plans which could force targeting funds towards measure which are unattainable and have an unforeseen negative impact for local schools. This work is being done through the Maine CTE local Perkins application plans and not through data indicators</p> <p>I fail to understand why the secondary CTE standards are all academic related and the post secondary indicators are industry standards. A significant measure of secondary CTE is industry standards (3rd party) and dual enrolled college credits earned. I strongly believe Maine CTE should be largely judged on our ability to deliver both of these or (A Credential of Value)</p> <p>Response: The secondary standards, as prescribed in the Act and noted above, are aligned to the ESEA/ESSA performance measures. The work of industry standards and dual enrollment are being addressed in Maine CTE through the local application process and not through these data indicators.</p> <p>The link provided for the Secondary CTE Performance Indicators gives only performance level charts-- where are the indicators?</p> <p>Response: The PDFs included within the Performance Indicator charts includes the definition and calculation of each performance indicator. The connection to the Perkins law can be found in §113 of the Perkins Act and pages 32-36 of the Guide for Submission of State Plans issued by the Office of Career and Technical and Adult Education. This document can be found on the Maine DOE CTE website page.</p>
2S1	<p>Academic Proficiency in Reading/Language Arts</p> <p>Could some other tests or performance indicators be accepted (in addition) as academic proficiency in reading other than just the SAT scores?</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p>

	<p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of reading proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
2S2	<p>Academic Proficiency in Mathematics</p> <p>Could some other tests or performance indicators be accepted (in addition) as academic proficiency in math other than just the SAT scores?</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of math proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
2S3	<p>Academic Proficiency in Science</p> <p>By just concentrating on one test score may eliminate other students who would benefit from community college education. Could some other tests or performance indicators be accepted (in addition) as academic proficiency in science other than the MEA's?</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of science proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
3S1	Post-Secondary Placement

	<p>I would also suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: This was address in the Overall Section above. The definition of postsecondary placement is prescribed in the Perkins Act.</p> <p>Not everyone will go to college.</p> <p>Response: Educating students to be both career and college ready is the goal not only of Perkins but CTE in general.</p> <p>These numbers are good.</p>
4S1	<p>Non-Traditional Program Enrollment</p> <p>These numbers are ridiculously low. The percentage of students going for a certificate of value should exceed these percentages.</p> <p>Response: As noted above for 3P1 – the postsecondary nontraditional indicator, the percentages indicated used historical data to set a baseline. The secondary measure 4S1 looks at the number and percentage of nontraditional students, based on gender, enrolled in nontraditional programs, based on the National Alliance for Partnerships in Equity nontraditional Occupations Crosswalk (click here for website). Programs are considered nontraditional by gender if the employment market data indicates that occupations employ less than 25% of men or women. These levels may need to be adjusted once the new nontraditional occupations crosswalk is available.</p>
5S2	<p>Program Quality - Attained Post Secondary Credits</p> <p>Please see my initial comment. I support this but believe 3rd party attainment is equally or even more important.</p> <p>Response: Using dual enrollment credit obtainment for program quality does reduce the emphasis of 3rd party credential attainment within Perkins. The Maine State Board of Education selected dual enrollment credit for this measure as it most closely aligns with their strategic priority to increase the alignment between secondary and postsecondary CTE.</p>
Post-Sec Overall	<p>I would suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: This was addressed in the Overall Section above. The definition of postsecondary placement is prescribed in the Perkins Act.</p> <p>I would like to see more performance indicators, something in the area of post-secondary employment in the filed a student studied. And a component of performance in supporting EL students in earning a certification.</p> <p>Response: This was addressed in the Overall Section above.</p> <p>I do not agree with 3P1. Numbers are too low.</p> <p>Response: This was more fully addressed in the Overall Section above. The percentages indicated used historical data to set a baseline.</p> <p>This model makes sense to me</p>
3P1	<p>Non-traditional Program Concentration</p> <p>Percentages are too low.</p> <p>Response:</p>

	This was more fully addressed in the Overall Section above. The percentages indicated used historical data to set a baseline.
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2024 State Plan Update: SDPL Public Comment

As noted, the Maine DOE sought public comment for the adjusted values of Maine’s state-determined performance levels (“SDPLs” or “performance levels”).

In preparation for the next four program years, the Maine DOE CTE Team calculated SDPLs for the 2024-2025 school year through the 2027-2028 school year. These proposed adjusted values more accurately represent available student data and will reflect more achievable thresholds at the state level. The preliminary four-year secondary and postsecondary SDPLs have also been adjusted to be higher than the average actual performance of the 2 most recently completed program years.

Maine’s proposed four-year SDPLs were available for public comment for 60 days between March 15, 2024 and May 13, 2024 (Appendix E). Feedback was provided through an available online survey found on the Maine DOE website, found [here](#). 10 individuals viewed the online survey, but no individuals provided written feedback.

Performance indicator levels were not changed as the result of stakeholder feedback during plan development and during the plan update. The majority of questions were related to definitions of indicators, which are prescribed in the Act, and/or areas that are better addressed in the local Perkins applications rather than numerical data collection.

Spring 2025 SDPL Adjustment & Public Comment Period

The 2025 submission of Maine’s Revised 2024 Perkins State Plan includes adjusted values of Maine’s SDPLs for the 2024-2025 school year through the 2027-2028 school year. These proposed adjusted values will more accurately represent available student data and reflect more achievable thresholds at the state level. These SDPLs were made available for public comment for 60 days (April 10, 2025 to June 6, 2025) and feedback was collected through a public survey. Public notice was given through the Maine DOE newsroom. Survey results show that 17 individuals reviewed the SDPL adjustments, but no users provided feedback. An additional two week public comment period (July 10 - July 30, 2025) was completed for 1S1, 2S3, 3S1, 4S1, 1P1, 2P1, and 3P1 to reflect available 2024 program year CAR data. Survey results showed that 18 individuals reviewed SDPL adjustments, and seven provided comments regarding accountability indicators as a relevant indicators for CTE. Most comments found the performance levels to be reasonable and attainable.

5.g. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V) As part of the written response, and pursuant to the Report of the Senate Committee on Health, Education, Labor, and Pensions (HELP),⁹ the eligible agency could indicate that it will analyze data on the core indicators of performance to identify gaps in performance, explain how they will use evidence-based research to develop a plan to provide support and technical assistance to eligible recipients to address and close such gaps, and how they will implement this plan. The eligible agency is not required to submit a new State plan prior to the third program year in order to address this requirement.

Maine's ethnicity demographics continue to diversify. Based on the performance levels in the previous act, Maine plans to provide targeted professional development opportunities addressing all special populations with guided technical assistance on multilingual learners and other special populations and demographics. Maine will analyze the data for Perkins V to identify performance gaps and will adjust professional development and technical assistance opportunities around those gaps. Leadership funds support a Maine DOE CTE position dedicated special populations and professional development. Evidence based research will be used to address and improve the gaps.

III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

1. Statutory Assurances

The eligible agency assures that:

1. It made the State plan publicly available for public comment for a period of not less than 30 days, by electronic means and in an easily accessible format, prior to submission to the Secretary for approval and such public comments were taken into account in the development of this State plan. (Section 122(a)(4) of Perkins V)
2. It will use the funds to promote preparation for high-skill, high-wage, or in-demand industry sectors or occupations and non-traditional fields, as identified by the State. (Section 122(d)(13)(C) of Perkins V)
3. It will provide local educational agencies, area career and technical education schools, and eligible institutions in the State with technical assistance, including technical assistance on how to close gaps in student participation and performance in career and technical education programs. (Section 122(d)(13)(E) of Perkins V)
4. It will comply with the requirements of this Act and the provisions of the State plan, including the provision of a financial audit of funds received under this Act, which may be included as part of an audit of other Federal or State programs. (Section 122(d)(13)(A) of Perkins V)
5. None of the funds expended under this Act will be used to acquire equipment (including computer software) in any instance in which such acquisition results in a direct financial benefit to any organization representing the interests of the acquiring entity or the employees of the acquiring entity, or any affiliate of such an organization. (Section 122(d)(13)(B) of Perkins V)
6. It will use the funds provided under this Act to implement career and technical education programs and programs of study for individuals in State correctional institutions, including juvenile justice facilities. (Section 122(d)(13)(D) of Perkins V)

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

*Signed in PCRN.

2. EDGAR Certifications

By submitting a Perkins V State Plan, consistent with 34 CFR 76.104, the eligible agency certifies that:

1. It is eligible to submit the Perkins State plan.
2. It has authority under State law to perform the functions of the State under the Perkins program(s).
3. It legally may carry out each provision of the plan.
4. All provisions of the plan are consistent with State law.
5. A State officer, specified by title in Item C on the Cover Page, has authority under State law to receive, hold, and disburse Federal funds made available under the plan.
6. The State officer who submits the plan, specified by title in Item C on the Cover Page, has authority to

- submit the plan.
7. The entity has adopted or otherwise formally approved the plan.
 8. The plan is the basis for State operation and administration of the Perkins program.

I understand that the use of the Personal Identification Number (PIN) supplied to me by the Department to certify and submit these assurances is the same as certifying and signing the document with a hand-written signature.

*Signed in PCRN.

3. Other Forms

The eligible agency certifies and assures compliance with the following enclosed forms:

1. Assurances for Non-Construction Programs (SF 424B) Form (OMB Control No. 0348-0040) - <https://www2.ed.gov/fund/grant/apply/appforms/sf424b.pdf>
2. Disclosure of Lobbying Activities (SF LLL) (OMB Control No. 4040-0013): https://apply07.grants.gov/apply/forms/sample/SFLLL_1_2-V1.2.pdf
3. Certification Regarding Lobbying (ED 80-0013 Form): <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013.pdf>
4. General Education Provisions Act (GEPA) 427 Form (OMB Control No. 1894-0005): <https://www2.ed.gov/fund/grant/apply/appforms/gepa427.pdf>

*Forms signed in PCRN.

IV. BUDGET

1. Budget Form

Directions: Each eligible agency will need to submit a budget for FY 2024 under Title I (Career and Technical Education Assistance to the States) of the Carl D. Perkins Career and Technical Education Act of 2006, as amended by the Strengthening Career and Technical Education for the 21st Century Act (Perkins V).

Perkins Federal Fiscal Year (FY): 2024

Perkins Program Year (Grant FY): 2025 (June 30, 2024 – July 1, 2025)

Line	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	N/A	\$7,020,601
2	State Administration	4.5%	\$315,928
3	State Leadership	9%	\$631,854
4	• Individuals in State Institutions	0.85%	\$60,000
4a	- Correctional Institutions	N/A	\$-
4b	- Juvenile Justice Facilities	N/A	\$60,000
4c	- Institutions that Serve Individuals with Disabilities	N/A	\$-
5	• Non-traditional Training and Employment	N/A	\$60,000
6	• Special Populations Recruitment	.1%	\$7,021
7	Local Formula Distribution	86.5%	\$6,072,820
8	• Reserve	10%	\$607,282
9	- Secondary Recipients	66%	\$400,806.12
10	- Postsecondary Recipients	34%	\$206,475.99
11	• Allocation to Eligible Recipients	90%	\$5,465,538
12	- Secondary Recipients	50%	\$2,732,769
13	- Postsecondary Recipients	50%	\$2,732,769
14	State Match (from non-federal funds)	N/A	\$315,928

V. STATE DETERMINED PERFORMANCE LEVELS (SDPL)

1. Required Indicators

Directions: Confirm the indicators listed below and update optional and program quality indicators as needed. You can revise performance levels on the subsequent steps.

State determined performance levels must be provided for the following core indicators of performance:

- 1S1: Four-Year Graduation Rate
- 2S1: Academic Proficiency in Reading Language Arts
- 2S2: Academic Proficiency in Mathematics
- 2S3: Academic Proficiency in Science
- 3S1: Post-Program Placement
- 4S1: Non-traditional Program Concentration
- 1P1: Post-Program Placement
- 2P1: Earned Recognized Postsecondary Credential
- 3P1: Non-Traditional Program Concentration

Confirmed – no changes or performance level revisions.

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement

Indicator Descriptions	Indicator Codes	Indicator Names
Secondary Level (continued)		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Concentration

Indicator Descriptions	Indicator Codes	Indicator Names
Postsecondary Level		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	3P1	Non-traditional Program Concentration

2. Program Quality Indicators and Optional Indicators

State determined performance levels may be provided for the indicators below at the State's discretion. Check the indicator(s) the State will include. At least one program quality indicator must be included.

- 5S2: Program Quality – Attained Postsecondary Credits*

Description	Indicator Codes	Indicator Names
Secondary Level (continued)		
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the</i>		
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.	5S2	Program Quality – Attained Postsecondary Credits

3. Maine Perkins State Plan SDPLs (2020)

Secondary SDPLs:

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Secondary Indicators					
1S1: Four-Year Graduation Rate	92.51%	93.34%	93.76%	94.38%	95.00%
1S2: Extended Graduation Rate	--	--	--	--	--
2S1: Academic Proficiency in Reading Language Arts	40.14%	40.76%	41.07%	41.53%	42.00%
2S2: Academic Proficiency in Mathematics	18.30%	19.53%	20.15%	21.07%	22.00%
2S3: Academic Proficiency in Science	32.06%	32.38%	32.53%	32.77%	33.00%
3S1: Post-Program Placement	50.47%	51.15%	51.49%	51.99%	52.50%
4S1: Non-traditional Program Concentration	19.38%	20.59%	21.19%	22.10%	23.00%
5S1: Program Quality – Attained Recognized Postsecondary Credential	--	--	--	--	--
5S2: Program Quality – Attained Postsecondary Credits	20.41%	21.94%	22.71%	23.85%	25.00%
5S3: Program Quality – Participated in Work-Based Learning	--	--	--	--	--
5S4: Program Quality – Other	--	--	--	--	--

Postsecondary SDPLs:

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
Postsecondary Indicators					
1P1: Post-Program Placement	87.5%	87.5%	88.0%	88.8%	90.1%
2P1: Earned Recognized Postsecondary	51.0%	51.0%	51.6%	52.6%	54.2%
3P1: Non-traditional Program Concentration	13.6%	13.6%	14.0%	14.5%	15.1%

Provide any additional information regarding SDPLs, as necessary:

1P1 –Post-program placement is calculated using available National Student Clearinghouse and Maine Department of Labor match data.

2P1 – This is measure uses the same calculation methodology as in Perkins IV.

3P1 – Nontraditional program data in Perkins V uses the most recent NAPE crosswalk available (2020) to identify nontraditional programs.

4. Maine Perkins State Plan SDPLs (2024 Update)

2024 Secondary and Postsecondary SDPL Adjustments:

1S1	2-Year Average Levels:	96.80%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	96.87%	97.25%	97.62%	98.00%
2S1	2-Year Average Levels:	76.50%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	78.63%	80.04%	81.46%	82.87%
2S2	2-Year Average Levels:	83.77%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	84.08%	84.39%	84.69%	85.00%
2S3	2-Year Average Levels:	27.23%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	27.92%	28.62%	29.31%	30.00%
3S1	2-Year Average Levels:	60.47%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	61.23%	61.99%	62.74%	63.50%
4S1	2-Year Average Levels:	17.60%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	17.65%	17.70%	17.75%	18.00%
5S2	2-Year Average Levels:	36.72%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	37.54%	38.36%	39.18%	40.00%
1P1	2-Year Average Levels:	94.59%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	94.9%	95.20%	95.50%	95.80%
2P1	2-Year Average Levels:	50.99%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	51.50%	52.00%	52.50%	53.00%
3P1	2-Year Average Levels:	22.80%			
	School Years:	SY25	SY26	SY27	SY28
	Proposed SY2025-2028 Levels:	23.10%	23.40%	23.70%	24.00%

2025 Secondary SDPL Adjustments:

State Determined Performance Levels - Secondary							
Directions: Performance levels submitted in the prior year State plan are populated below. Select each indicator the State will revise and update performance levels in the table. You must provide evidence for the revised SDPLs including, at a minimum, a description of the unanticipated circumstances that arose in the State and a written response to the comments provided by stakeholders during the public comment period.							
1 Indicators	2 Baseline Level	3 PY 2024-25	4 PY 2025-26	5 PY 2026-27	6 PY 2027-28	7 PY 2028-29	8 Format
1S1: Four-Year Graduation Rate	92.51	96.87	0	0	0	97.82	
<input checked="" type="checkbox"/> Revise indicator	92.51	96.87	97.67	97.72	97.77		<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
2S1: Academic Proficiency in Reading Language Arts	40.14	78.63	0	0	0	59.36	
<input checked="" type="checkbox"/> Revise indicator	40.14	78.63	58.81	59.06	59.21		<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
2S2: Academic Proficiency in Mathematics	18.3	84.08	0	0	0	49.26	
<input checked="" type="checkbox"/> Revise indicator	18.3	84.08	48.81	48.96	49.11		<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
2S3: Academic Proficiency in Science	32.06	27.92	0	0	0	28.47	
<input checked="" type="checkbox"/> Revise indicator	32.06	27.92	28.32	28.37	28.42		<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
3S1: Post-Program Placement	50.47	61.23	0	0	0	73.04	
<input checked="" type="checkbox"/> Revise indicator	50.47	61.23	72.89	72.94	72.99		<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
4S1: Non-traditional Program Concentration	19.38	17.65	0	0	0	16.96	
<input checked="" type="checkbox"/> Revise indicator	19.38	17.65	16.81	16.86	16.91		<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
5S2: Program Quality – Attained Postsecondary Credits	20.41	37.54	0	0	0	37.32	
<input checked="" type="checkbox"/> Revise indicator	20.41	37.54	36.87	37.02	37.17		<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical

1S1, 2S1, 2S2, 3S1, and 5S2: A change in how days are counted as part of finding concentrators. The new method reflects better student time in programs versus calendar time.

2S1: Academic Proficiency in Reading Language Arts: The CTE-Team had to adjust to the updated ESSA Accountability exam for Reading Language Arts.

2S2: Academic Proficiency in Mathematics: The CTE-Team had to adjust to the updated ESSA Accountability exam for Mathematics

2025 Postsecondary SDPL Adjustments:

State Determined Performance Levels - Postsecondary


Directions: Performance levels submitted in the prior year State plan are populated below. Select each indicator the State will revise and update performance levels in the table. You must provide evidence for the revised SDPLs including, at a minimum, a description of the unanticipated circumstances that arose in the State and a written response to the comments provided by stakeholders during the public comment period.

1	2	3	4	5	6	7	8
Indicators	Baseline Level	PY 2024-25	PY 2025-26	PY 2026-27	PY 2027-28	PY 2028-29	Format
1P1: Post-Program Placement <input checked="" type="checkbox"/> Revise indicator	87.5	94.9	0	0	0	95.9	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	87.5	94.9	95.3	95.5	95.7		
2P1: Earned Recognized Postsecondary Credential <input checked="" type="checkbox"/> Revise indicator	51	51.5	0	0	0	54	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	51	51.5	52.5	53	53.5		
3P1: Non-Traditional Program Concentration <input checked="" type="checkbox"/> Revise indicator	13.6	23.1	0	0	0	24.5	<input checked="" type="radio"/> Percentage <input type="radio"/> Numerical
	13.6	23.1	23.75	24	24.25		

VI. APPENDICES


Appendix A

Credit with a Purpose



Reasons for Early College Credits with a Purpose


Students have access to many early college opportunities through Maine's public universities and community colleges. It is important to make sure students choose their courses with intention. There are many benefits of early college, however, credits without a purpose can have unintended impacts on college plans.



TRANSFERABILITY

- Only the receiving college can confirm whether a course will transfer
- While most credits will transfer as electives, college programs may limit the number of electives students can use
- College programs have specific course requirements and courses outside those requirements may not transfer

All colleges must follow federal financial aid rules. Many Maine students attend college using Pell Grants and/or federal loans. While most early college activity has no real impact on financial aid, students and families should be aware of these areas:




FINANCIAL AID

Satisfactory Academic Progress

- **Grades:** Failing or withdrawing from too many courses can impact the student's financial aid eligibility if they continue at the college where they earned those grades
- **Courses:** Taking too many courses outside of a college program will limit financial aid eligibility


Full-Time Enrollment: Taking too many courses that fill general education requirements may limit the student's ability to be full-time once they get to college, which may limit financial aid eligibility




COLLEGE SUCCESS

- Research has shown that students who take even just 1-2 early college courses benefit from higher college success rates
- Too many unsuccessful courses on a college transcript generated in high school can impact future academic standing or program acceptance
- Doing well in select courses is the best way students can prepare for a college major

A Collaboration of Maine's Community College System and the University of Maine System

**ON COURSE FOR COLLEGE**
EARLY COLLEGE PROGRAM AT MAINE'S COMMUNITY COLLEGE SYSTEM

**ExplorEC**
Early College at Maine's Public Universities

The University of Maine System is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.1226, TTY 711 (Maine Relay System).

The Maine Community College System is an equal opportunity/affirmative action institution and employer. For more information, please contact the MCCS Office of Human Resources at 207.629.4000. The complete notice of non-discrimination is available at mccs.me.edu/non-discrimination.

Appendix B

Stakeholders

Name	Title/Company
Amy Boles	CTE Director, Ellsworth
Micki Sumpter	Economic Development Board Ellsworth
David Galin	Facilitator
Karen Glew	KVCC Institutional Research
Deb Plowman	PDQ Door, Associated Builders and Contractors
Mary Giard	Project Director - RSU 22
Karen Keim	Project Director -Talent Search University of Maine
Brian Langley	Restaurant owner, Bridge Year
Tracey O'Connell	School Counselor, Leonard Middle School, RSU 34, Career Fair 8th graders
Glenn Kapiloff	Adult Education Director
Pamela Proulx-Curry	Alternative Education at Bangor H.S. and former Academic Dean at EMCC
Terry Sandusky	Board
Matt Marks	CEO
Mary Paine	Chief of Planning and Implementation
Kevin Stilphen	CTE Director - Portland
Nicholas Gannon	CTE Director, Augusta
Greg Miller	CTE Director, Bangor
Paulette Bonneau	CTE Director, Biddeford
Stanley Sluzenski	CTE Director, Calais
Ralph Conroy	CTE Director, Caribou
Kevin Lavoie	CTE Director, Frenchville
Dave Keaton	CTE Director, Houlton
Rob Callahan	CTE Director, Lewiston
Brian Leavitt	CTE Director, Machias
Brenda Gammon	CTE Director, Mexico
Tim Prescott	CTE Director, Presque Isle
Beth Fisher	CTE Director, Rockland
Kathy Sargent	CTE Director, Sanford
Dave Dorr	CTE Director, Skowhegan
Peter Hallen	CTE Director, Waterville
Todd Fields	CTE Director, Westbrook
Tonya Arnold	Dean of Students
Bill Grant	Director
Joan Dolan	Director of Apprenticeship
George & Anna Mae Dykstra	Education Director
Dana Doran	Executive Director
Ed Cervone	Executive Director
Lisa Martin	Executive Director

Maria Fuentes	Executive Director
Patrick Strauch	Executive Director
Jaci Holmes	Federal Liaison
Jenn Whittemore	Guidance Counselor
Keith Derosby	Guidance Counselor
Melissa Gagnon	Guidance Counselor
Beth Lambert	High School Coordinator
Mark Brooks	Lieutenant
Hugh Porter	Lincoln
Don Cannan	MACTE, Executive Director
Dan Coffey	Manager
Staci Grasky	MCCS - Perkins Grant Manager
Janet Sortor	MCCS, Chief Academic Officer
Danielle Despins	MDOE - CTE Team
Donna Tiner	MDOE - CTE Team
Doug Robertson	MDOE - CTE Team
Margaret Harvey	MDOE - CTE Team
Shawn Lagasse	MDOE - CTE Team
Jason Libby	MDOE - Higher Education Specialist
Dwight Littlefield	MDOE, CTE Director
Gail Senese	MDOE, Director of Adult Education
Janette Kirk	MDOE, Director of Learning Systems
Jan Breton	MDOE, Director of Special Services
Eileen Miazga	MDOL/Apprenticeship Programs
Suzanne Senechal-Jandreau	New Adventures Maine
Gilda Nardone	New Ventures Maine
Shannon Cook	NMCC
Wendy Bradstreet	NMCC
Dana Connors	President
Rob Moody	President
Tom Brown	President
Hope Perkins	President & CEO
Jamie Py	President & CEO
Richard Erb	President & CEO
Steve Hewins	President & CEO
Tim Crowley	President, NMCC
Arnold Shorey	Principal
Jake Langlais	Principal
Mark Hatch	Principal
Travis Barnes	Principal
William Thompson	Senior Policy Advisor
Tina Collins	Special Education

Ali Plous	Special Population Representative
Wilson Hess	State Board of Education, Chair
John Bird	State Board of Education, CTE Committee Chair
Brian Carpenter	Superintendent
Deb Alden	Superintendent
Heather Perry	Superintendent
Peter Thiboutot	Superintendent
Ron Ramsay	Superintendent
Tim Doyle	Vice President
Josh Howe	Workforce Development
Kevin Quist	Workforce Development Coordinator
Tom Grogan	Workforce Specialist - New Ventures Maine
Anita St.Onge	Adult Education Partner
Audrey Gup-Mathews	Postsecondary Education Administrator
Becky Dennison	School Principal / Charter Schools Partner
Brian Jandreau	School Principal
Chris Howell	SAU Assistant Superintendent
Dan Kolbert	Business Employer
Ed Hastings	School Board Chair
Jean Dempster	New Ventures Maine/UMA Totally Trades
Jeremy Kendal	Postsecondary Education Administrator
Kevin Gordon	Sargent Corporation
Linda Winton	Adult Education Partner
Lisa Sweet	New Ventures Maine
Marge Govoni	School Board, CTE Advisory Board
Stephanie Turgeon	CTE Student Services Coordinator
Ted Finn	School Principal, Parent
Tom Nash	Adult Education Partner

Appendix C

Stakeholder Input

The Perkins V Regional Stakeholder meetings provided opportunity for attendees to give input on what they considered were the most important focuses of CTE in Maine and Perkins. This process included posting input on charts and having attendees indicate their individual top focus(es) by applying sticker dots. This table details that information with the number of dots each area received. The meetings were held on the following dates: Bangor - April 23, 2019, Westbrook - April 24, 2019, Augusta - April 25, 2019, and Caribou - May 1, 2019.

Pathways		
Clearly define career pathways with entry and exit points from 6th to career opportunities (individualize)	70	
Align secondary and postsecondary CTE programs - Statewide articulated pathways between secondary and postsecondary CTE - with clarity to ensure students know what credits will count	20	
Soft skills are an important piece of a career pathway	12	
Develop a universally recognized test out assessment to qualify skill attainment using industry recognized credentials secondary to postsecondary	11	
Stackable credentials	6	
Youth Correctional Facilities	4	
STEM pathways	3	
Don't let money prevent aspirations - student debt	1	
Early college opportunities		
Total Points Statewide	127	22%
Career Exploration / Career Awareness		
Middle school CTE program - see, touch, do / exploratory	44	
Career/ postsecondary Awareness	18	
Stipends for middle school teachers to offer CTE opportunities	14	
Summer Boot Camp	5	
Funding for middle school	4	
Middle School Instructor CTE professional development	3	
Industrial Arts	2	
Utilize technology to expose students - i.e. video game	2	
Understand the local needs of people and businesses	7	
Job experiences	4	
Integrate career planning into academic classes	4	
Staff position to provide service	3	
Total Points Statewide	110	19%

Funding/Equipment		
Funds to keep equipment up to date	43	
Perkins Split of funds (note this is a State Board decision)	13	
New Program costs	9	
Infrastructure costs	7	
review EPS model	5	
Track historical spending - look for high impact with limited funding	5	
Teacher salary levels	3	
Certification costs		
Scholarships		
Sustain CTE programs already in place		
Total Points Statewide	85	15%
Graduation/Access		
CTE pathway to graduation - satisfy graduation requirements with CTE	23	
Access for ALL students with student choice - remove scheduling barriers	20	
Special Populations Access	13	
9th and 10th grade access to CTE	6	
Academics incorporated into CTE	4	
Revise academics to better align with career/industry needs	3	
Use facilities after hours to expand access	2	
Transferrable of skills	2	
Utilize technology to address travel	5	
Reduce graduation requirements		
Capacity issues		
Total Points Statewide	78	14%
Partnerships		
internships / apprenticeships	21	
Collaborate with industry - i.e. tax credits for businesses to offer CTE at their site	22	
Adult Ed and CTE partnerships to address remediation - offer funding support	11	
Community Engagement	8	
Universal initiatives	1	
Break down barriers and eliminates silos	2	
Leverage Technology connections	2	
Redefine CTE to include more aspects of industry	2	
Support out of work populations	2	
Collaborate with workforce to know and address needs		
Satellite programs		
Total Points Statewide	71	12%

Marketing CTE		
Parent awareness starting early	22	
PR campaign - show what CTE is	19	
Reach out to and invite all stakeholders into the CTE schools (high light programming at all of the CTE schools)	15	
Promote CTE pathways to students - CTE is ok for college bound	2	
CTE education is pathway out of poverty		
Involve trade associations		
Reach out to 4-year institutions to demonstrate value of CTE		
Careers in demand PSA		
CAREER is end goal whether go to CTE or college		
Total Points Statewide	58	10%
Teachers		
Professional Development	34	
Teacher sharing to solve rural area distance issue	2	
Require CTE in ALL teacher training	7	
More CTE teacher prep programs	3	
Review certification requirements / process		
Total Points Statewide	46	8%

Total available points = 575

Appendix D

2019 – 2020 State Plan Development: Public Comment (Feedback & Documentation)

A. Plan Development and Consultation (pp. 12-17)	<p>This state needs to do more to make it EASIER NOT HARDER to give CTE what they need to be successful.....starting by LISTENING TO CTE TEACHERS NOT ADMINISTRATORS feedback....we are the ones in the trenches.</p> <p>Response:</p> <p>The Perkins V State Plan and attached Appendices document the process by which the Maine Department of Education and the Maine State Board of Education provided opportunity for public comment and input. This plan was developed around the seven key areas of concern gathered through this public input. This comment appears to go beyond the scope of the Perkins V State Plan process. The Maine Department of Education is always accessible via multiple forms of communication.</p>
B. Program Administration and Implementation (pp. 17-52)	<p>This state needs to do more to make it EASIER NOT HARDER to give CTE what they need to be successful.....starting by LISTENING TO CTE TEACHERS NOT ADMINISTRATORS feedback....we are the ones in the trenches.</p> <p>There needs to be feedback from local businesses....for DOE to adopt flexibility in different geographical locations.</p> <p>Response:</p> <p>As noted above, the Perkins V State Plan and attached Appendices document the process by which the Maine Department of Education and the Maine State Board of Education provided opportunity for public comment and input. This plan was developed around the seven key areas of concern gathered through this public input. This comment appears to go beyond the scope of the Perkins V State Plan process. The Maine Department of Education is always accessible via multiple forms of communication.</p>
C. Fiscal Responsibility (pp. 53-58)	
Overall Feedback	<p>This state...plan.... needs to do more to make it EASIER NOT HARDER to give CTE schools what they need to be successful.....starting by LISTENING TO CTE TEACHERS NOT ADMINISTRATOR feedback....we are the ones in the trenches. CTE education is at this point, because NO ONE at the DOE listens or seems to care about feedback from the instructors, employers, community, students, parents and colleges .for ideas to making things better. There is a shortage of CTE instructors for a reason.....People that try to make things better are often shunned, fearful, intimidated and retaliated against.</p>

	<p>Response:</p> <p>As noted above, the Perkins V State Plan and attached Appendices document the process by which the Maine Department of Education and the Maine State Board of Education provided opportunity for public comment and input. This plan was developed around the seven key areas of concern gathered through this public input. This comment appears to go beyond the scope of the Perkins V State Plan process. The Maine Department of Education is always accessible via multiple forms of communication.</p>
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25 Entries	24 Completed	14 Completed 100%	10 Completed 8%		
	Number of Yes	Number of No	Number of Blank	Comments Left	Comment
<p>A. Plan Development and Consultation (pp. 12-17) This section includes: development of the Perkins V State Plan, stakeholder involvement, eligible recipients, split of funds, and public comment. If you would like to provide feedback, either in agreement to or in opposition to, Section A Plan Development and Consultation (pages 12-17) use the space provided below here on page 3. Please include details on the portion of the State Plan for which you are providing feedback. Refer to Section 122 of the Perkins Act for statutory requirements.</p>	6	4	15	1	<p>This state needs to do more to make it EASIER NOT HARDER to give CTE what they need to be successful.....starting by LISTENING TO CTE TEACHERS NOT ADMINISTRATORS feedback....we are the ones in the trenches.</p>
<p>B. Program Administration and Implementation (pp. 17-52) This section focuses on the State's visions for career and technical education and workforce, approved CTE programs, career pathways, Perkins defined programs of study, Perkins defined special populations, and teacher and faculty supports. If you would like to provide feedback, either in agreement to or in opposition to, on Section B,) use the space provided below here on page 4. Please include details on the portion of the State Plan for which you are providing feedback. Refer to Section 122 (d) of the Perkins Act for statutory requirements.</p>	3	5	17	1	<p>This state needs to do more to make it EASIER NOT HARDER to give CTE what they need to be successful.....starting by LISTENING TO CTE TEACHERS NOT ADMINISTRATORS feedback....we are the ones in the trenches.</p> <p>There needs to be feedback from local businesses....for DOE to adopt flexibility in different geographical locations.</p>
<p>C. Fiscal Responsibility (pp. 53-58) This section focuses on the approval of eligible recipient applications, distribution and allocation of formula funds, and State maintenance of effort requirement. If you would like to provide feedback, either in agreement to or in opposition to, on Section C, use the space provided below here on page 5. Please include details on the portion of the State Plan for which you are providing feedback. Refer to Section 131 of the Perkins Act for statutory requirements.</p>	2	5	16	0	
<p>Overall Feedback If you would like to provide feedback that does not relate to a specific section of the Perkins V State Plan, or feedback that is related to the plan in full, use the space provided below.</p>				1	<p>This state...plan.... needs to do more to make it EASIER NOT HARDER to give CTE schools what they need to be successful.....starting by LISTENING TO CTE TEACHERS NOT ADMINISTRATOR feedback....we are the ones in the trenches. CTE education is at this point, because NO ONE at the DOE listens or seems to care about feedback from the instructors, employers, community, students, parents and colleges .for ideas to making things better. There is a shortage of CTE instructors for a reason.....People that try to make things better are often shunned, fearful, intimidated and retaliated against.</p>

A copy of the 2020 state plan public survey is available below:

Printable State of Maine Carl D. Perkins Act V State Plan Public Comment Survey

Introduction

The State Board of Education and the Maine Department of Education thank you for taking the time to provide feedback on the Perkins V State Plan (State Plan). This online feedback form is designed to collect your feedback on each of the following sections of the State Plan:

Section A: Plan Development and Consultation (pp. 12-17)

Section B: Program Administration and Implementation (pp. 17-52)

Section C: Fiscal Responsibility (pp. 53-58)

Note: Section D: Accountability was posted for public comment October 7, 2019 to December 9, 2019.

A copy of the State Plan can be found at:

<https://www.maine.gov/doe/sites/maine.gov.do/files/inline-files/Final%20Draft%20State%20Plan.pdf>

To ensure that we understand where your feedback specifically applies, this form will guide you in providing feedback on each section or subsection of the Perkins V State Plan. If you have feedback on the Perkins V State Plan that does not directly relate to any of the above sections, you will have an opportunity at the end of the online survey to provide other comments. A response to each comment, will be included in the Perkins V State Plan that will be submitted to the U.S. Office of Career and Technical and Adult Education in April 2020. The opportunity for online public comment via this feedback form will close at 11:59pm on January 24, 2020. You may also provide input, in person or in writing, at the public hearing for the Perkins V State Plan which will take place in at the State Office Building in Augusta, Room 103 A and B- January 9, 2020, 1:00 pm to 4:00 pm.

A. Plan Development and Consultation (pp. 12-17)

This section includes: development of the Perkins V State Plan, stakeholder involvement, eligible recipients, split of funds, and public comment. If you would like to provide feedback, either in agreement to or in opposition to, Section A Plan Development and Consultation (pages 12-17) use the space provided below here on page 3. Please include details on the portion of the State Plan for which you are providing feedback. Refer to Section 122 of the Perkins Act for statutory requirements.

B. Program Administration and Implementation (pp. 17-52)

This section focuses on the State's visions for career and technical education and workforce, approved CTE programs, career pathways, Perkins defined programs of study, Perkins defined special populations, and teacher and faculty supports. If you would like to provide feedback, either in agreement to or in opposition to, on Section B,) use the space provided below here on page 4. Please include details on the portion of the State Plan for which you are providing feedback. Refer to Section 122 (d) of the Perkins Act for statutory requirements.

C. Fiscal Responsibility (pp. 53-58)

This section focuses on the approval of eligible recipient applications, distribution and allocation of formula funds, and State maintenance of effort requirement. If you would like to provide feedback, either in agreement to or in opposition to, on Section C, use the space provided below here on page 5. Please include details on the portion of the State Plan for which you are providing feedback. Refer to Section 131 of the Perkins Act for statutory requirements.

Overall Feedback

If you would like to provide feedback that does not relate to a specific section of the Perkins V State Plan, or feedback that is related to the plan in full, use the space provided below.

Once again thank you for your support of career and technical education in Maine and for your feedback on the Perkins V State Plan.

Please mail completed survey to:

Donna Tiner
CTE Consultant, Education Specialist III
23 SHS
Augusta Maine 04333-0023

All State of Maine related Perkins V information can be found on Maine DOE's website's
<https://www.maine.gov/doe/learning/cte/perkinsv>

In addition, a public hearing was held on January 9, 2020. The announcement for the hearing, which allowed for public feedback on the Perkins V State Plan, was advertised in newspapers across Maine, the Maine DOE Newsroom, the Maine DOE social media sites, and sent via email to all stakeholders and eligible recipients. 3 stakeholders presented comments and testimony at the public hearing.

David W. Keaton Director

In our stake holder's discussions, the topic of the state Perkins funding split, between the Maine Career & Technical Centers/Regions and the Maine Community Colleges of 50/50 has been addressed. For Region Two, I would like to propose further future conversations and collaborative work towards changing this split. I believe the Maine School Board, Maine CTEs and Maine Community Colleges can work through a reasonable alternative to our current 50/50 split.

As stakeholders indicated that career/educational pathways were the main need for Perkins funding and one of the Maine State Board of Education's strategic priorities for CTE is to *"better align and support secondary and post-secondary CTE offerings and programs,"* the State Board of Education determined that the limited amount of Perkins formula funding in Maine should remain at 50% for secondary CTE and 50% for postsecondary CTE. At the November 2019 Statewide Stakeholder meeting the Chair of the Maine State Board of Education addressed split of funds with the following: *There are bigger issues not being addressed. Equity is an issue all over the state. The full economics in Maine need to be addressed including fee structure and reciprocity. Keep in mind that secondary kids are now able to obtain, at little or no cost, postsecondary credit while in high school. The State Board of Education has placed priority on alignment between secondary and postsecondary CTE. Some years the targeted reserve funds have been used to foster this alignment. Under funding for CTE it appears that equipment is the bigger issue, and not Perkins split of funds. The equipment needs are bigger than Perkins. Perkins can't solve the equipment underfunding. As a CTE community we should look at bond funds and evolving renovation funds as more money would come from these initiatives.*

A new facet to the Perkins V Federal legislation is each eligible Perkins recipient must develop a "Local Needs Assessment". From our Maine Dept. of Education to each Maine CTE the level of uncertainty entering this funding requirement is daunting. I am concerned the objective of a local needs' assessment is not matching the goal of more local control. With an extensive time commitment each CTE and Community College recipient needs to devote in creating this local need assessment and annually updating it, may not achieve more local control but rather additional directives from Maine Dept. of Education.

The State of Maine only requires what the Perkins V law dictates must be submitted by eligible recipients in order for them to receive Perkins funds. Maine directly followed §134 of the Perkins V law when developing the Local Needs Assessment Template and the Eligible Recipient Application.

Perkins V §134 (c) Comprehensive Needs Assessment. — (1) In general. — To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment.

Please see Appendices D and E for copies of the Eligible Recipient Application and Local Needs Assessment. In addition, the eligible recipients of Perkins funding were invited to both assist in the creation of, and give feedback on, the Local Needs Assessment template before the document was finalized.

<p>George Dykstra, Education Director, Maine Automobile Dealers Association</p> <p>We are in support of the Program which allows a student to gain experiences in at least 4 approved programs at the CTE School prior to making career or CTE choices. We are pleased that some CTE's, where possible, have elected to add and Exploratory Programs to increase CTE interest at the 9-10 grade levels. We are also in support of the introduction and development of the middle school CTE introduction initiatives and hope these can be included in the middle school curriculum where possible.</p> <p>The initiation and maintenance of national program standards is also important to our industry. We are in complete agreement with this plan that endorses and encourages the completions and maintenance of these standards.</p> <p>We are also encouraged by the cooperation between the community colleges and our high schools in providing for dual credit or advanced placement opportunities for automotive students.</p>
<p>Wilson Hess, Chairman of the State Board of Education</p> <p>On behalf of the State Board of Education I would like to thank those people who presented at this public hearing and recognize that Jana Lapoint from the State Board and myself have been here throughout the meeting. I especially want to thank Donna Tiner and Dwight Littlefield for organizing this public hearing and conducting it well and thank them for their work. Those conclude my remarks. Thank you</p>

Documentation of the State Plan Public Hearing is provided below.

Public Hearing Introduction

January 9, 2020

Room 103 A and B

Department of Education Public Hearing on The Strengthening Career and Technical Education for the 21st Century Act (Perkins V)

Welcome to the public hearing today, January 9, 2020, which is beginning now, at 1pm, regarding the Maine Department of Education's review of the Perkins V State Plan. This hearing was advertised in the MDOE Newsroom on December 18 and shared with an extensive list of stakeholders throughout the State. This hearing will conclude at 4pm.

My name is Dwight Littlefield and I am the Director for Career and Technical Education at the Maine Department of Education and one of my responsibilities is to oversee the implementation of the Perkins V plan. I am joined by my colleague, Donna Tiner who is the Perkins Grant Manager.

As background for this hearing: Perkins is the federal funding provided to states to support Career and Technical Education. In July of 2018 the Perkins funding was reauthorized requiring states to complete and submit a state plan to the Office of Career and Technical and Adult Education as prescribed in the Perkins Act. This plan was developed with the input from various stakeholders through statewide meetings held here in Augusta as well as regional meetings held throughout the state in addition to stakeholder and public surveys.

The procedure for today's hearing is simple. This is an opportunity for the Department of Education to receive comments regarding the Perkins V State Plan. This is not a discussion. Anyone with comments will please sign in on the sheet provided, sit in front of the computer, identify yourself, and then state your comment.

If you have written testimony or comments with you today and would prefer to submit those instead of speaking publicly, please feel free to do so; if you do offer public comment today, we'd appreciate having both a hard copy and an electronic copy of your testimony. Contact information should be included as we may need to ask you for clarification of your question or comment.

Finally, electronic or written comments may be submitted to Dwight Littlefield, Maine Department of Education, 23 State House Station, Augusta, Maine 04333-0023 or e-mailed to cte.doe@maine.gov. Thank you for your interest in CTE and the Perkins V plan and thank you for coming today.

David W. Keaton Director

In our stake holder's discussions, the topic of the state Perkins funding split, between the Maine Career & Technical Centers/Regions and the Maine Community Colleges of 50/50 has been addressed. For Region Two, I would like to propose further future conversations and

collaborative work towards changing this split. I believe the Maine School Board, Maine CTEs and Maine Community Colleges can work through a reasonable alternative to our current 50/50 split.

As stakeholders indicated that career/educational pathways were the main need for Perkins funding and one of the Maine State Board of Education's strategic priorities for CTE is to *"better align and support secondary and post-secondary CTE offerings and programs,"* the State Board of Education determined that the limited amount of Perkins formula funding in Maine should remain at 50% for secondary CTE and 50% for postsecondary CTE. At the November 2019 Statewide Stakeholder meeting the Chair of the Maine State Board of Education addressed split of funds with the following: *There are bigger issues not being addressed. Equity is an issue all over the state. The full economics in Maine need to be addressed including fee structure and reciprocity. Keep in mind that secondary kids are now able to obtain, at little or no cost, postsecondary credit while in high school. The State Board of Education has placed priority on alignment between secondary and postsecondary CTE. Some years the targeted reserve funds have been used to foster this alignment. Under funding for CTE it appears that equipment is the bigger issue, and not Perkins split of funds. The equipment needs are bigger than Perkins. Perkins can't solve the equipment underfunding. As a CTE community we should look at bond funds and evolving renovation funds as more money would come from these initiatives.*

A new facet to the Perkins V Federal legislation is each eligible Perkins recipient must develop a "Local Needs Assessment". From our Maine Dept. of Education to each Maine CTE the level of uncertainty entering this funding requirement is daunting. I am concerned the objective of a local needs' assessment is not matching the goal of more local control. With an extensive time commitment each CTE and Community College recipient needs to devote in creating this local need assessment and annually updating it, may not achieve more local control but rather additional directives from Maine Dept. of Education.

The State of Maine only requires what the Perkins V law dictates must be submitted by eligible recipients in order for them to receive Perkins funds. Maine directly followed §134 of the Perkins V law when developing the Local Needs Assessment Template and the Eligible Recipient Application.

Perkins V §134 (c) Comprehensive Needs Assessment.— (1) In general.—To be eligible to receive financial assistance under this part, an eligible recipient shall—(A) conduct a comprehensive local needs assessment related to career and technical education and include the results of the needs assessment in the local application submitted under subsection (a); and (B) not less than once every 2 years, update such comprehensive local needs assessment.

Please see Appendices D and E for copies of the Eligible Recipient Application and Local Needs Assessment. In addition, the eligible recipients of Perkins funding were invited to both assist

in the creation of, and give feedback on, the Local Needs Assessment template before the document was finalized.

George Dykstra, Education Director, Maine Automobile Dealers Association

We are in support of the Program which allows a student to gain experiences in at least 4 approved programs at the CTE School prior to making career or CTE choices. We are pleased that some CTE's, where possible, have elected to add and Exploratory Programs to increase CTE interest at the 9-10 grade levels. We are also in support of the introduction and development of the middle school CTE introduction initiatives and hope these can be included in the middle school curriculum where possible.

The initiation and maintenance of national program standards is also important to our industry. We are in complete agreement with this plan that endorses and encourages the completions and maintenance of these standards.

Although we have yet to get universal agreement between the colleges We are also encouraged by the cooperation between the community colleges and our high schools in providing for dual credit or advanced placement opportunities for automotive students.

Wilson Hess, Chairman of the State Board of Education

On behalf of the State Board of Education I would like to thank those people who presented at this public hearing and recognize that Jana Lapoint from the State Board and myself have been here throughout the meeting. I especially want to thank Donna Tiner and Dwight Littlefield for organizing this public hearing and conducting it well and thank them for their work. Those conclude my remarks. Thank you

Appendix E

Maine State Plan (2024 Update): Public Comment Survey



Performance Levels for Maine's 4-Year Perkins State Plan (2024 Revision)

As required under the Strengthening Career and Technical Education for the 21st Century Act ("Perkins V"), the Maine DOE is completing a non-substantive revision of our four-year Perkins state plan. Among minor updates, this revision to the state plan will also include adjusted values of Maine's state determined performance levels ("SDPLs" or "performance levels") for the 2024-2025 school year through the 2027-2028 school year. These proposed adjusted values will more accurately represent available student data and will reflect more achievable thresholds at the state-level. Maine's proposed SDPLs for the upcoming four years are now available for public comment for the next sixty (60) days, with public comment closing in May. Please check our website for the official close date.

Feedback should be provided through the available survey, found below. More information on the state plan and on Maine's existing secondary and postsecondary SDPLs can be found on the Accountability page of the Department's CTE website. Please note: the Perkins indicators (1S1, 2S1, etc) may not be changed: Maine is federally required to report on these performance indicators.



Please select the most appropriate Stakeholder group you belong to

- ☐ Business Employer
- ☐ Trade Organization Rep
- ☐ School Principal
- ☐ SAU Superintendent
- ☐ Secondary CTE Director
- ☐ Post-Sec Education Admin
- ☐ Post-Sec Teacher
- ☐ Adult Education Partner
- ☐ Maine DOE member
- ☐ Maine DOE-CTE Team member
- ☐ Maine DOL Partner
- ☐ Workforce Investment Board Partner
- ☐ Charter Schools Partner
- ☐ School Consultants Partner
- ☐ Parent
- ☐ Student



1S1

The percentage of CTE concentrators who graduate from high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).

2-Year Average Levels:	96.80%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	96.87%	97.25%	97.62%	98.00%

Justification:

The State is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

2S1

The percentage of CTE concentrators who achieved reading/language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education.

2-Year Average Levels:	76.50%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	78.63%	80.04%	81.46%	82.87%

Justification:

The State changed assessments since the last State Plan and is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

252



252

The percentage of CTE concentrators who achieved mathematics proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education.

2-Year Average Levels:	83.77%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	84.08%	84.39%	84.69%	85.00%

Justification:

The State changed assessments since last the State Plan and is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

253



253

Definition:

The percentage of CTE concentrators who achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State's secondary education Academic Achievement indicator, and who in the reporting year left secondary education.

2-Year Average Levels:	27.23%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	27.92%	28.62%	29.31%	30.00%

Justification:

The State changed assessments since last the State Plan and is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

351



351

Definition:

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed as recorded in the NEO CTE Post-Grad Placement survey.

2-Year Average Levels:	60.47%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	61.23%	61.99%	62.74%	63.50%

Justification:

The State is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

4S1

Definition:

The percentage of CTE concentrators, from underrepresented gender groups, in career and technical education programs and programs of study, that lead to nontraditional fields.

2-Year Average Levels:	17.60%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	17.41%	17.81%	18.22%	18.62%

Justification:

The State's previous baseline was incorrect and this new value is a re-alignment. CTE is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

5S2

5S2

Definition:

The percentage of CTE concentrators who graduated from high school having attained postsecondary credits in the relevant career and technical education program through a dual or concurrent enrollment program or another credit transfer agreement.

2-Year Average Levels:	36.72%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	37.54%	38.36%	39.18%	40.00%

Justification:

The State is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

Page Break

1P1

1P1

Definition:

The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.

2-Year Average Levels:	94.59%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	94.9%	95.20%	95.50%	95.80%

Justification:

The State is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

2P1

2P1

Definition:

The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.

2-Year Average Levels:	50.99%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	51.50%	52.00%	52.50%	53.00%

Justification:

The State is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

3P1

3P1

Definition:

The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

2-Year Average Levels:	22.80%			
School Years:	SY25	SY26	SY27	SY28
Proposed SY2025-2028 Levels:	23.10%	23.40%	23.70%	24.00%

Justification:

The State is required to continually make meaningful progress toward improving the performance of all CTE students.

Please enter your feedback for this performance measure below:

[Import from library](#)[+ Add new question](#)

Appendix F

Maine Chapter 237

05-071 DEPARTMENT OF EDUCATION

Chapter 237: "LIVE OR OUTSIDE WORK"

Summary: In order to provide practical experiences to vocational students, it is sometimes necessary to obtain work from outside the school community. The primary goal of the live work process is to enhance the educational offerings of vocational/ technical programs so that students can reach and master the competencies in a specific vocational area. However, schools must not compete unfairly with the private sector.

1. Definition

Live or Outside Work

An actual work situation as opposed to a practice piece. Practice pieces are normally torn down after construction or service. (Example: the building of a structure for use by a person or agency or the repair of an automobile or electrical appliance for use by a consumer is a live work project.)

2. Local Requirements for "Live or Outside Work"

When conducting live work or bringing school-based enterprise projects into the curriculum, schools must work with the local program advisory committees. Schools must obtain support and leadership from the business community to avoid any unreasonable negative impact on private business. Together they should establish a formal process for problem solving and dispute resolution, and develop accountability systems that can measure and evaluate the operation, effectiveness, and business and community roles of these enterprises and activities.

- A. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a program advisory committee with broad representation of business and industry, to include the full range of sizes of the businesses in the area. The majority of members of the program advisory committee must come from the private sector.
- B. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a live work policy in place. An established live work policy will:
 - 1. insure that all expenditures and receipts are thoroughly accounted for
 - 2. include a local grievance procedure
 - 3. state that work will be accepted in a manner that will best enhance the present learning objectives of the students
 - 4. identify in writing who may qualify to request/receive live work products or services
- C. The appropriate program advisory committee and the governing board of the schools must approve each live work policy.
- D. Policies and procedures for administering "live work" must be filed with the Maine Department of Education for its review to assure compliance with this rule. Any amendments to such policies and procedures are also subject to Department of Education review.

- E. Annually the program advisory committees and the governing boards must review the live work policies and send evidence of this review to the Maine Department of Education.
-

STATUTORY AUTHORITY: 20-A MRSA Section 8306-A

EFFECTIVE DATE:

June 21, 1979 (EMERGENCY)

EFFECTIVE DATE OF PERMANENT RULE:

August 30, 1979

EFFECTIVE DATE (ELECTRONIC CONVERSION):

May 19, 1996

AMENDED:

July 18, 1999

Program of Study Template

This Career Cluster Plan of Study (based on ~~_____~~ include the career cluster name here-) can serve as a guide, along with other career planning materials, as learners continue on a career path. Courses listed within this plan are only recommended coursework and should be individualized to meet each learner's educational and career goals. *This Plan of Study used for learners at an educational institution, should be customized with course titles and appropriate high school graduation requirements as well as college entrance requirements.

120

Appendix H

MOU

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) required 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 (CTE) 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. These efforts will assist in ensuring that **students demonstrate proficiency and ultimately enter the workforce with the skills necessary to be career ready**. This Memorandum of Understanding will replace a previous agreement between the MDOE and MCCS which was approved in May 2014.

Goals of the Memorandum of Understanding

The goals of this agreement are to:

- **Provide a statewide framework for the awarding of credits that may be used to offer a seamless**

transition from secondary CTE education to postsecondary enrollment in the MCCS;

- Create system-to-system (MCCS and MDOE on behalf of CTE) articulation agreements which will **minimize course repetition and lead to a postsecondary credential or a nationally-recognized industry** credential earned through course work aligned to industry standards and employment; and,

- **Provide a uniform credit structure to ensure equity in transfer credits amongst all MCCS institutions.**

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.
3. MDOE will collaborate with the state CTE centers and regions on a plan to ensure there is engagement with the MCCS.
4. MDOE will establish a process for the CTEs to request a review of additional standards and **certifications.**

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 national industry standards and State

certification standards.

3. The Chief Academic Officer, in consultation with the MCCS Academic Affairs Council, will **determine whether credit can be awarded and in what amount uniformly across the system, recognizing that the student's achievement must be validated by an evidence-based assessment in an equivalent course ,within the MCCS. In the case of industry certifications, achievement of the certification will serve as the assessment.**

4. The MCCS will recognize the successful completion of national industry standards or state certification standards, credits obtained through concurrent or dual enrollment courses offered by **MCCS institutions, as well as the uniform statewide articulation agreements to determine pathways** and the awarding of college credit. Receipt of this credit does not entitle the student acceptance into the college awarding the credit.

5. Ensure that credit awarded by one community college will be recognized across the MCCS for transfer, as established in the MCCS Internal Transfer Agreement and adhere to New England Association of Schools and Colleges (NEASC) Standards in the awarding and transfer of college credits.

Jointly

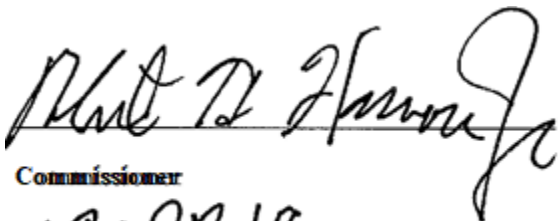
1. Create uniform system-to-system (MCCS and :MDOE on behalf of CTE) articulation agreements for individual programs of study aligned to industry standards. Temporary articulation agreements may be developed between individual colleges of the MCCS and a CTE center for the purposes of introducing a new program.

Sole Agreement

This Agreement (including any appendices and schedules) is the entire agreement between the parties **regarding its subject matter. It replaces all prior agreements, communications and representations between the parties** regarding its subject matter. This Agreement can be changed only by an amendment signed by both **parties. It does not; however, replace current statewide articulation agreements already established which** include Automotive Technology, Culinary Arts, Electrical Technology, and Precision Machining.

Terms

The Memorandum of Understanding will be reviewed annually from the date in which it was fully executed, **to determine effectiveness, and will automatically expire after three years and a new MOU created to pursue** additional efforts as identified throughout the process and/or to maintain the evaluation of this process.


Commissioner
12.27.18

of Education

For the Maine Community College System For the Maine Department

A handwritten signature in black ink, consisting of several loops and a final downward stroke.

President

- 12.21.18

Date Date

Early College to Career Pathways

Early College Pathways to Explore Maine Careers

I am interested in how things work and solving problems.	I want to help keep people safe and protected.	I would like to run or own a business. I like to organize and analyze information.	I am interested in the health of people or animals.	I would like to work with students.	I like to use technology to design, create, and solve problems.
Early College Courses: <ul style="list-style-type: none"> Precalculus/Calculus Statistics Technical Math Physics - Intro to CAD/Graphs - Welding I Intro to Hand & Power Tool Safety Suspension and Alignment 	Early College Courses: <ul style="list-style-type: none"> Intro to Criminal Justice Criminology Police Operations Forensics 	Early College Courses: <ul style="list-style-type: none"> Intro to Business Marketing & Entrepreneurship Intro to Personal and Business Finance Intro to Mass Communication Accounting 	Early College Courses: <ul style="list-style-type: none"> Medical Terminology Anatomy & Physiology Intro to Biology Emergency Medical Technology 	Early College Courses: <ul style="list-style-type: none"> Intro to Early Childhood Education Intro/Fundamentals of Education Child Development 	Early College Courses: <ul style="list-style-type: none"> Intro to Computer Science Web Design Network Fundamentals Intro to Networking
Possible Majors at MCCS: <ul style="list-style-type: none"> Architectural Drafting & Design HVAC Technology Automotive Technology 	Possible Majors at MCCS: <ul style="list-style-type: none"> Criminal Justice Emergency Medical Services Paramedicine Fire Science 	Possible Majors at MCCS: <ul style="list-style-type: none"> Accounting Business Administration Marketing Hospitality & Tourism 	Possible Majors at MCCS: <ul style="list-style-type: none"> Surgical Tech Nursing Animal Care & Management Medical Coding 	Possible Majors at MCCS: <ul style="list-style-type: none"> Education Career & Technical Education Early Childhood Education 	Possible Majors at MCCS: <ul style="list-style-type: none"> Computer Science IT Network Security Graphic Design
Possible Majors at UMS: <ul style="list-style-type: none"> Surveying Technology Environmental Science Biology 	Possible Majors at UMS: <ul style="list-style-type: none"> Criminal Justice Political Science Public Policy/Administration Justice Studies 	Possible Majors at UMS: <ul style="list-style-type: none"> Accounting Finance Business Administration Marketing 	Possible Majors at UMS: <ul style="list-style-type: none"> Athletic Training Nursing Rehabilitation Science Biology/Pre-Med 	Possible Majors at UMS: <ul style="list-style-type: none"> Education (Music, Art, Elementary, Science, History, Math, Language Arts) Special Education 	Possible Majors at UMS: <ul style="list-style-type: none"> Computer Science IT Information Systems Security
Possible Careers <ul style="list-style-type: none"> 2-Year Degree: Electrician, Welder, Plumber, Automotive Technician 4-Year Degree: Civil Engineer, Biomedical Engineer, Marine Biologist, Chemist 	Possible Careers <ul style="list-style-type: none"> 2-Year Degree: Game Warden, Police Officer, Firefighter, EMT, Detective 4-Year Degree: Federal Police Officer, Border Patrol Agent, Government Worker, Secret Service Agent, State Trooper 	Possible Careers <ul style="list-style-type: none"> 2-Year Degree: Bookkeeper, Sales Manager, Hotel Manager, Small Business Owner 4-Year Degree: Financial Analyst, Advertising, Account Executive, Project Manager, Accountant 	Possible Careers <ul style="list-style-type: none"> 2-Year Degree: Medical Assistant, RN, EMT, Dietetic Tech, X-Ray Technician 4-Year Degree: Athletic Trainer, Dental Assistant/Hygienist, PM/BSN, Nutritionist 	Possible Careers <ul style="list-style-type: none"> 2-Year Degree: Early Childhood Educator, Day Care Owner, Educational Technician 4-Year Degree: Teacher (Elementary, Music, Art, Science, History, Math, Language Arts, Special Education) 	Possible Careers <ul style="list-style-type: none"> 2-Year Degree: Network & System Administrator, Database Administrator, IT Technician 4-Year Degree: Programmer, Systems Analyst, IT Security, Web Designer, GIS/Mapping



These are only a few examples of the many career exploration pathways offered by Maine's public community colleges and universities.

Visit your school counselor or the websites below to learn more about Early College opportunities statewide:



ON COURSE FOR COLLEGE
EARLY COLLEGE PROGRAM AT MAINE'S COMMUNITY COLLEGE SYSTEM

Early College at Maine's Community Colleges:
oncourse.me.edu

ExplorEC
Early College at Maine's Public Universities

Early College at Maine's Public Universities:
academics.maine.edu/early-college

What if I'm not sure where to start?

General education courses are a great way to explore Early College classes. These courses provide the background and skills needed for college, regardless of the major you choose. Many of the general education courses listed below will satisfy degree requirements when you attend college.

- College Composition/College Writing • History
- Psychology • Sociology • Public Speaking • Biology
- Chemistry • Quantitative Reasoning • Statistics
- College Algebra • Precalculus • Calculus

A Collaboration of Maine's Community College System (MCCS) and the University of Maine System (UMS). For a complete guide of Maine's postsecondary options visit: <https://www.famemaine.com/education/topics/choosing-a-college/maine-college-search/>

The University of Maine System is an EEO/AAE employer and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 55 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 202.555.2228, TTY 202.555.3434.

The Maine Community College System is an equal opportunity/affirmative action institution and employer. For more information, please contact the MCCS Office of Human Resources at 207.629.4200. The complete notice of non-discrimination is available at oncourse.me.edu/non-discrimination.



Maine's Community Colleges



Maine's Public Universities
UNIVERSITY OF MAINE SYSTEM

Appendix J

Local Perkins Application (Secondary Template)

This application is available online in Maine DOE's grant management system.

Appendix K

Comprehensive Local Needs Assessment (Secondary Template)

This application is available online in Maine DOE's grant management system.

Appendix L

Secondary CTE Program Approval

Appendix M

Postsecondary CTE Program Approval