

## **Current Goals for CTE in Maine**

1. **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
- Double enrollment in CTE programs by 2020
- Introduce CTE instruction into Maine's middle schools
- Better align secondary and post-secondary CTE offerings and programs

2. **Maine DOE Core Priorities and Goals for Putting Students First Plan**

- Multiple pathways for learning and achievement
- Standards based system with real-world learning experiences
- Academic supports and behavioral interventions
- State assessment review process
- Professional develop
- Maine Learning Results aligned to preparing students for their future
- Equity and access for all students to CTE, Gifted and Talented, and postsecondary credit options
- Seamless pathways for grade 9 to adult

3. **Maine Community College System's Board of Trustees has adopted the following goals for the next five years (2015-2020)**

- Achieve student success through improved persistence, transfer, graduation, and employment performance.
- Support economic and workforce development.
- Invest in college classroom equipment, facilities, and programs.
- Maintain a high standard of accountability in all programs and services offered



## Strengthening Career and Technical Education for the 21st Century Act P.L.115-224

### Purpose

#### SEC. 2. PURPOSE.

“The purpose of this Act is to develop more fully the academic knowledge and technical and employability skills of secondary education students and postsecondary education students who elect to enroll in career and technical education programs and programs of study...”

### Perkins V Definitions

#### SEC.3.DEFINITIONS.

(3) Area career and technical education school.—The term “area career and technical education school” means—

- (A) a specialized public secondary school used exclusively or principally for the provision of career and technical education to individuals who are available for study in preparation for entering the labor market;
- (B) the department of a public secondary school exclusively or principally used for providing career and technical education in not fewer than 3 different fields that are available to all students, especially in high-skill, high-wage, or in-demand industry sectors or occupations ;
- (C) a public or nonprofit technical institution or career and technical education school used exclusively or principally for the provision of career and technical education to individuals who have completed or left secondary school and who are available for study in preparation for entering the labor market, if the institution or school admits, as regular students, individuals who have completed secondary school and individuals who have left secondary school; or

(D) the department or division of an institution of higher education, that operates under the policies of the eligible agency and that provides career and technical education in not fewer than 3 different occupational fields leading to immediate employment but not necessarily leading to a baccalaureate degree, if the department or division admits, as regular students, both individuals who have completed secondary school and individuals who have left secondary school.

(5) Career and technical education.—The term “career and technical education” means organized educational activities that—

(A) offer a sequence of courses that—

(i) provides individuals with rigorous academic content and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions, which may include high-skill, high-wage, or in-demand industry sectors or occupations, which shall be, at the secondary level, aligned with the challenging State academic standards adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;

(ii) provides technical skill proficiency or a recognized postsecondary credential, which may include an industry-recognized credential, a certificate, or an associate degree; and

(iii) may include prerequisite courses (other than a remedial course) that meet the requirements of this subparagraph;

(B) include competency-based, work-based, or other applied learning that supports the development of academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual;

(C) to the extent practicable, coordinate between secondary and postsecondary education programs through programs of study, which may include coordination through articulation agreements, early college high school programs, dual or concurrent enrollment program opportunities, or other credit transfer agreements that provide postsecondary credit or advanced standing; and

(D) may include career exploration at the high school level or as early as the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965).

(12) CTE concentrator.—The term ‘CTE concentrator’ means—

(A) 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; and

(B) at the postsecondary level, a student enrolled in an eligible recipient who has—

- (i) earned at least 12 credits within a 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.

(13) CTE participant.—The term ‘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.

(21) Eligible recipient.—The term “eligible recipient” means—

- (A) a local educational agency (including a public charter school that operates as a local educational agency), an area career and technical education school, an educational service agency, an Indian Tribe, Tribal organization, or Tribal educational agency or a consortium, eligible to receive assistance under section 131; or
- (B) an eligible institution or consortium of eligible institutions eligible to receive assistance under section 132. ELIGIBLE RECIPIENT.

(48) Special populations.—The term “special populations” means—

- (A) individuals with disabilities;
  - (B) individuals from economically disadvantaged families, including low-income youth and adults;
  - (C) individuals preparing for non-traditional fields;
  - (D) single parents, including single pregnant women;
  - (E) out-of-workforce individuals;
  - (F) English learners;
  - (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
  - (H) youth who are in, or have aged out of, the foster care system; and
  - (I) youth with a parent who—
    - (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
    - (ii) is on active duty (as such term is defined in section 101(d)(1) of such title).
- (49) State.—The term “State”, unless otherwise specified, means each of the several States of the United States, the District of Columbia, the Commonwealth of Puerto Rico, and each outlying

For the state of Maine this definition allows funds to flow to secondary CTE schools and postsecondary Community Colleges.

# Budget IV Breakdown

85%-allocated to secondary and postsecondary eligible recipients

- targeted reserve- up to 15% of the 85% can be used for targeted initiatives
- 77% allocated to grantees by formula
  - 50% secondary
  - 50% postsecondary

10% for state leadership activities

- Up to 2% for Corrections (currently 1% ~\$52,000)
- .1% for Special populations recruitment (~\$5,800)
- 8.9% for state leadership expenses
  - \$60,000-\$150,000 for non-trad services

5% for administrative costs

- Required dollar for dollar state administrative match

## SEC. 112. WITHIN STATE ALLOCATION.

(a) In General.—From the amount allotted to each State under section 111 for a fiscal year, the eligible agency shall make available—

(1) not less than 85 percent for distribution under section 131 or 132, of which not more than 15 percent of the 85 percent may be used in accordance with subsection (c);

(2) not more than 10 percent to carry out State leadership activities described in section 124, of which—

(A) an amount equal to not more than 2 percent of the amount allotted to the State under section 111 for the fiscal year shall be made available to serve individuals in State institutions, such as State correctional institutions, juvenile justice facilities, and educational institutions that serve individuals with disabilities;

(B) not less than \$60,000 and not more than \$150,000 shall be available for services that prepare individuals for non-traditional fields; and

(C) an amount shall be made available for the recruitment of special populations to enroll in career and technical education programs, which shall be not less than the lesser of—

- (i) an amount equal to 0.1 percent; or
- (ii) \$50,000; and

(3) an amount equal to not more than 5 percent, or \$250,000, whichever is greater, for administration of the State plan, which may be used for the costs of—

- (A) developing the State plan;
- (B) reviewing local applications;
- (C) monitoring and evaluating program effectiveness;
- (D) assuring compliance with all applicable Federal laws;
- (E) providing technical assistance; and
- (F) supporting and developing State data systems relevant to the provisions of this Act.

(b) Matching Requirement.—Each eligible agency receiving funds made available under subsection (a)(3) shall match, from non-Federal sources and on a dollar-for-dollar basis, the funds received under subsection (a)(3).

(c) Reserve.—From amounts made available under subsection (a)(1) to carry out this subsection, an eligible agency may award grants to eligible recipients for career and technical education activities described in section 135—

(1) in—

- (A) rural areas;
- (B) areas with high percentages of CTE concentrators or CTE participants;
- (C) areas with high numbers of CTE concentrators or CTE participants;
- and (D) areas with disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II); and

(2) in order to—

- (A) foster innovation through the identification and promotion of promising and proven career and technical education programs, practices, and strategies, which may include programs, practices, and strategies that prepare individuals for nontraditional fields; or
- (B) promote the development, implementation, and adoption of programs of study or career pathways aligned with State-identified high-skill, high-wage, or in-demand occupations or industries.

# PERKINS V BUDGET TABLE – Transitional Year

(For Federal Funds to Become Available Beginning on July 1, 2019)

Example only – based on FY19 Perkins budget

I. TITLE I: CAREER AND TECHNICAL EDUCATION ASSISTANCE TO STATES	
A. Total Title I Allocation to the State	\$5,804,502
B. Local Formula Distribution ( <i>not less than 85%</i> ) ( <i>Line A x 85%</i> )	\$4,933,827
1. Reserve ( <i>not more than 15% of Line B – based on 10%</i> )	\$493,382
a. Secondary Programs (66% of <i>Line B.1</i> )	\$325,633
b. Postsecondary Programs (34% of <i>Line B.1</i> )	\$167,749
2. Available for formula allocations ( <i>Line B minus Line B.1</i> )	\$4,440,445
a. Secondary Programs (50% of <i>Line B.2</i> )	\$2,220,223
b. Postsecondary Programs (50% of <i>Line B.2</i> )	\$2,220,222
C. Leadership (not more than 10%) ( <i>Line A x10%</i> )	\$580,450
a. Nontraditional Training and Employment (\$60,000)	
b. Special Populations Recruitment (\$5,805)	
c. Corrections or Institutions (\$58,046)	
D. State Administration (not more than 5%) ( <i>Line A x5%</i> )	\$290,225
E. State Match ( <i>from non-federal funds</i> ) <sup>1</sup>	\$290,225

---

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

# Perkins V Eligible Recipients Formulas

## Formula Allocations

The split between secondary and postsecondary is determined by the eligible agency in consultation with the Governor's office and the Commissioner of Education. The current split is 50%-50%.

## Secondary Level Formula

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

- 30% of the funds will be distributed to the 27 sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in the school districts of the sending schools of each site; and
- 70% of the funds allocated among the sites in proportion to the total numbers of young people ages 5 through 17 determined by the U.S. Census as living in poverty in the school districts of the sending schools of each site. (see <https://www.census.gov/programs-surveys/saipe/data/tools.html>)

## Postsecondary Level Formula

The funds at the postsecondary level will be distributed to the 7 colleges by formula based on Pell Grant Awards, TANF recipients and U.S. Census data:

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



# DRAFT-Timeline for Perkins V

## *Strengthening Career and Technical Education for the 21st Century Act P.L.115-224*

December 19, 2018	Introductory Stakeholders' Meeting
February 2019	Stakeholders' Meeting
April 2019	Transition Plan submitted to OCTAE
May 2019	Stakeholders' Meeting
March - May 2019	Regional Stakeholders' Meetings
August - October 2019	Write 4-Year State Plan draft
November 2019	Stakeholders' Meeting – Review State Plan draft
November 2019 -December 2019	Draft revisions based on stakeholder review
December 2019	Stakeholder Comment on State Plan Accountability (60 days)
December 2019	Notices of Public Hearings in media
January 2020	Public Hearing/Public Comment - Plan (30 days)
February 2020	Preliminary Presentation to State Board of Education
March 2020	Submit to Governor for review and sign off
March 2020	Final Presentation to State Board of Education State Board Chair sign off
April 2020	Submit 4-year State Plan to OCTAE

# Targeted Reserve-Perkins V

Up to 15% of the 85% allocated to basic grants

## Historic Uses for Funds

- Postsecondary gender equity programs
- Postsecondary childcare and transportation programs
- National Standards research and selection
- Secondary Skill Assessment development
- Secondary Program Safety schema development
- Secondary School and program review and evaluation
- Middle School CTE program pilots
- Secondary New CTE program implementation

## Suggestions for Perkins V

- Postsecondary gender equity programs
- Postsecondary childcare and transportation programs
- Continued National Standards alignment and implementation
- Continued Secondary Skill Assessment development, selection, and implementation
- Secondary School and program review and evaluation
- Middle School CTE exploratory programs

# Accountability-Perkins V

**Table 7: Section 113(b) Core Indicators of Performance**

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level</b>		
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
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended 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	Postsecondary Placement

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level (continued)</b>		
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 Enrollment
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure that is statewide, valid, reliable, and comparable across the State, 5S4.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
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
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4	Program Quality – Other

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Postsecondary Level</b>		
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.	1P1	Postsecondary Retention and Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of	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 Enrollment

- \* This means that a student gets counted under this indicator whether the student obtains the credential during participation or within 1 year of completion. The Department interprets “within 1 year of completion” to have the plain meaning of those words: that the student would be counted if the student obtains the credential in the 1 year following that student’s completion of the program.

## **Contact information**

Dwight Littlefield [Dwight.a.littlefield@maine.gov](mailto:Dwight.a.littlefield@maine.gov)

Career and Life Education Team Leader/

State Director of CTE

Maine Department of Education

State House Station #23

Augusta, Maine 04333

207-624-6721-work

207-441-8927-cell

Donna Tiner [donna.tiner@maine.gov](mailto:donna.tiner@maine.gov)

Perkins Grant Manager

Career and Technical Education

Maine Department of Education

State House Station #23

Augusta, Maine 04333

207-624-6731-work

Website

<https://www.maine.gov/doe/learning/cte>



## **Key Points of Perkins IV and Perkins V**

### **Focuses of Perkins IV**

- **Local Articulation between secondary and postsecondary CTE**
- **Skill Attainment aligned to National / State standards**
- **Supports for special populations – including students in nontraditional, by gender, programs**
- **Programs of study**
- **Academic integration**
- **CTE program evaluation**
- **Professional Development**
- **Apprenticeship/Pre-apprenticeship/Mentorship**

### **Key provisions of Perkins V**

- **Collaboration among State and local-level secondary, postsecondary, and business and industry partners to develop and implement high-quality CTE programs;**
- **Local needs assessment to align CTE programs to locally identified in-demand, high-growth, and high-wage career fields;**
- **CTE teacher and faculty recruitment and support, especially in hard-to-fill program areas, including STEM;**
- **Innovative practices to reshape where, how, and to whom CTE is delivered;**
- **Career guidance and academic counseling; and**
- **CTE for all students, including special populations**



## Perkins V Work Plan

### State's Vision for Career and Technical Education and Workforce Development

- State-supported workforce development activities
- How are CTE programs at secondary and postsecondary aligned to address the education and skill needs of Maine employers?
- State's strategic vision for preparing an educated and skilled workforce to meet the skilled workforce need.
- Leveraging of funds with other federally funded programs such as Elementary and Secondary Education Act (ESEA), Workforce Innovation and Opportunity Act (WIOA), Perkins V, and Higher Education Act (HEA) to meet State workforce goals.

### Implementing Career and Technical Education Programs and Programs of Study

- CTE programs or programs of study that will be supported, developed, or improved at the State level.
  - State level programs of study
  - Process and criteria for approving local programs of study or career pathways and how such programs address workforce needs
    - Promote continuous improvement in both academic and technical skills
    - Expand access to CTE for special populations
    - Include employability skills
  - Provide information on programs of study, career pathways, and guidance and advisement resources to students, parents, representatives of secondary and postsecondary, and special populations (may need multiple languages)
  - Facilitate collaboration in the development of secondary and postsecondary CTE career pathways with multiple entry and exit points
  - Use State, regional, or local labor market data to determine alignment of CTE programs to the State, regional, or local economy, including State defined in-demand sectors and occupations
  - Ensure equal access for special populations to approved CTE programs
  - Coordinate with State Board to support the local development of career pathways and articulate the career pathways process to the local WIBs, as appropriate



- Support effective and meaningful collaboration between secondary and postsecondary CTE with employers to provide experience in and an understanding of all aspects of an industry – work based learning, internships, mentorships, simulated work environments, and other hands-on learning
- Improve outcomes and reduce performance gaps for CTE concentrators including special population subgroups
  
- How State Board/DOE might provide opportunity for secondary CTE students to participate in dual or concurrent enrollment
- 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)

#### **Local Plans for Career and Technical Education**

- Description of criteria and process for approving eligible recipients
  - In promoting academic achievement
  - Promoting skill attainment, including skill attainment that leads to a recognized postsecondary credential
  - Ensuring the local comprehensive needs assessment takes local economic and education needs into consideration
- Description of local program evaluation for improvement

#### **Career and Technical Education Personnel**

- Description of how recruitment and preparation of CTE personnel will be supported – including professional development that provides the knowledge and skills needed to work with and improve instruction for special populations
- Professional development opportunities
  - Training on CTE and Academic Program Integration
  - Certification to keep CTE personnel current with industry standards
  - Training for CTE Personnel on ways to support special populations

#### **Perkins Defined Special Populations**

- Description of program strategies for special populations including how special populations will
  - Have equal access to CTE programs
  - Will not be discriminated against
  - Will be provided with programs to enable them to meet or exceed State levels of performance
  - Will be provided with appropriate accommodation

- Will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment

### Accountability

- Description of the procedure to adopt state levels of performance
  - Description of process for public comment
  - Explanation of the State determined levels of performance
  - Description of how levels of performance were set to align with other the levels, goals, and objectives of other Federal and State laws
- Description of how disparities or gaps in performance and if no meaningful progress is made prior to the third year a description of additional actions to be taken to eliminate these disparity gaps

### State Levels of Performance

- Concentrator
  - Perkins V defines what constitutes a CTE student concentrator
    - At the **secondary level**, a concentrator is defined as a student who completes at least two courses in a single program or program of study.
    - At the **postsecondary level**, a concentrator is defined as a student who earns 12 credits in a single CTE program or program of study or completes a CTE program if that program encompasses fewer than 12 credits.
  - Describe how performance indicators will be aligned, to the greatest extent possible, to similar information gathered for other State and Federal programs... ESEA and WIOA
  - Identify, in the State plan, core indicators of performance for CTE concentrators that are valid and reliable

### Accountability Measures

#### Secondary

#### Graduation Rate

Percentage of CTE concentrators who graduate high school, as measured by –

- the four-year adjusted cohort graduation rate (defined in section 8101 of the ESEA Act of 1965; and
- at the State's discretion, the extended-year adjusted cohort graduation rate defined in such section 8101.

#### Academic Attainment

Percentage of CTE concentrator proficiency in the challenging State academic standards adopted by the State under ESEA (for Math, English, and Science).

## Placement

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, are volunteers as described in the Peace Corps Act, or are employed.

## CTE Program Quality

That shall include at least 1 of the following:

- Percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.
- 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 program or another credit transfer agreement.
- Percentage of CTE concentrators graduating from high school having participated in work-based learning.

## Nontraditional

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

## Postsecondary

### Placement

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, are volunteers as described in the Peace Corps Act, or are placed or retained in employment.

### Credential/Degree

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

### Nontraditional

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

## Perkins V: Stakeholder Groups

<b>Fname</b>	<b>Lname</b>	<b>Title</b>	<b>Org</b>	<b>email</b>
Deb	Alden	Superintendent	RSU 10	<a href="mailto:dalden@rsu10.org">dalden@rsu10.org</a>
Tonya	Arnold	Dean of Students	Maine Academy of Natural Sciences	<a href="mailto:tarnold@gwh.org">tarnold@gwh.org</a>
Travis	Barnes	Principal	Caribou	<a href="mailto:travis_barnes@rsu39.org">travis_barnes@rsu39.org</a>
John	Bird	CTE Committee Chair	State Board of Education	<a href="mailto:jabmab51@gmail.com">jabmab51@gmail.com</a>
Amy	Boles	Director	Hancock County Technical Center	<a href="mailto:aboles@ellsworthschools.org">aboles@ellsworthschools.org</a>
Paulette	Bonneau	Director	Biddeford Regional Center of Technology	<a href="mailto:pbonneau@biddefordschools.me">pbonneau@biddefordschools.me</a>
Jan	Breton	Director of Special Services	MDOE	<a href="mailto:janice.breton@maine.gov">janice.breton@maine.gov</a>
Mark	Brooks	Lieutenant	Maine State Troopers	<a href="mailto:mark.d.brooks@maine.gov">mark.d.brooks@maine.gov</a>
Tom	Brown	President	Maine Auto Dealers Association	<a href="mailto:tom@maineautodealers.com">tom@maineautodealers.com</a>
Don	Cannan	Executive Director	Maine Administrators of CTE	<a href="mailto:doncannan@aol.com">doncannan@aol.com</a>
Brian	Carpenter	Superintendent	Presque Isle	<a href="mailto:carpenterb@sad1.org">carpenterb@sad1.org</a>
Ed	Cervone	Executive Director	Educate Maine	<a href="mailto:ed@educatemaine.org">ed@educatemaine.org</a>
Dan	Coffey	Manager	Cianbro Institute	<a href="mailto:DCOFFEY@cianbro.com">DCOFFEY@cianbro.com</a>
Tina	Collins	Special Education	RSU 73	<a href="mailto:tcollins@rsu73.com">tcollins@rsu73.com</a>
Dana	Connors	President	Maine State Chamber of Commerce	<a href="mailto:dana.f.connors@mainechamber.org">dana.f.connors@mainechamber.org</a>
Keith	Derosby	Guidance Counselor	Messalonskee	<a href="mailto:kderosby@rsu18.org">kderosby@rsu18.org</a>
Danielle	Despins	MOA/CSR Coordinator	MDOE	<a href="mailto:danielle.r.despins@maine.gov">danielle.r.despins@maine.gov</a>
Joan	Dolan	Director of Apprenticeship	Maine Dept of Labor	<a href="mailto:joan.m.dolan@maine.gov">joan.m.dolan@maine.gov</a>
Dana	Doran	Executive Director	Professional Logging Contractors	<a href="mailto:executivedirector@maineloggers.com">executivedirector@maineloggers.com</a>
Tim	Doyle	Vice President	Maine Motor Transport	<a href="mailto:timd@mmta.com">timd@mmta.com</a>
George & AnnaMae	Dykstra	Education Director	Maine Auto Dealers Association	<a href="mailto:gdykstra2@yahoo.com">gdykstra2@yahoo.com</a>

## Perkins V: Stakeholder Groups

<b>Fname</b>	<b>Lname</b>	<b>Title</b>	<b>Org</b>	<b>email</b>
Richard	Erb	President & CEO	Maine Health Care Assn	<a href="mailto:rerb@mehca.org">rerb@mehca.org</a>
Maria	Fuentes	Executive Director	Maine Better Transportation Assn	<a href="mailto:maria@mbtaonline.org">maria@mbtaonline.org</a>
Melissa	Gagnon	Guidance Counselor	RSU 4	<a href="mailto:melissa.gagnon@rsu4.org">melissa.gagnon@rsu4.org</a>
Brenda	Gammon	Director	Region 9 School of Technology	<a href="mailto:brendagammon@region9school.org">brendagammon@region9school.org</a>
Kevin	Gordon		Sargent Corporation	<a href="mailto:kgordon@sargent-corp.com">kgordon@sargent-corp.com</a>
Bill	Grant	Director	Auburn Adult & Community Education	<a href="mailto:bgrant@auburnschl.edu">bgrant@auburnschl.edu</a>
Staci	Grasky	Perkins Grant Manager	Maine Community College System	<a href="mailto:sgrasky@mccs.me.edu">sgrasky@mccs.me.edu</a>
Peter	Hallen	Director	Mid-Maine Technical Center	<a href="mailto:phallen@aos92.org">phallen@aos92.org</a>
Meg	Harvey	Middle School Specialist	MDOE/CTE	<a href="mailto:margaret.harvey@maine.gov">margaret.harvey@maine.gov</a>
Mark	Hatch	Principal	Messalonskee Middle School	<a href="mailto:mhatch@rsu18.org">mhatch@rsu18.org</a>
Wilson	Hess	Chair	State Board of Education	<a href="mailto:wghess@pivot.net">wghess@pivot.net</a>
Steve	Hewins	President & CEO	Maine Restaurant Association/Innkeepers	<a href="mailto:steve@hospitalitymaine.com">steve@hospitalitymaine.com</a>
Jaci	Holmes	Federal Liaison	MDOE	<a href="mailto:jaci.holmes@maine.gov">jaci.holmes@maine.gov</a>
Josh	Howe	Workforce Development	Maine Dept of Labor	<a href="mailto:joshua.a.howe@maine.gov">joshua.a.howe@maine.gov</a>
Glenn	Kapiloff	Adult Education Director	RSU 9	<a href="mailto:gkapiloff@mtbluersd.org">gkapiloff@mtbluersd.org</a>
Dave	Keaton	Director	Region Two	<a href="mailto:dkeaton@regiontwo.org">dkeaton@regiontwo.org</a>
Janette	Kirk	Director of Learning Systems	MDOE	<a href="mailto:janette.kirk@maine.gov">janette.kirk@maine.gov</a>
Shawn	Lagasse	Data Specialist	MDOE/CTE	<a href="mailto:shawn.lagasse@maine.gov">shawn.lagasse@maine.gov</a>
Beth	Lambert	High School Coordinator	MDOE/Learning Systems	<a href="mailto:beth.lambert@maine.gov">beth.lambert@maine.gov</a>
Jake	Langlais	Principal	Lewiston	<a href="mailto:janglais@lewistonpublicschools.org">janglais@lewistonpublicschools.org</a>
Brian	Leavitt	Director	Coastal Wash County Inst of Tech	<a href="mailto:bleavitt@mmhsbulldogs.org">bleavitt@mmhsbulldogs.org</a>
Jason	Libby	Higher Education Specialist	MDOE	<a href="mailto:jason.libby@maine.gov">jason.libby@maine.gov</a>

## Perkins V: Stakeholder Groups

<b>Fname</b>	<b>Lname</b>	<b>Title</b>	<b>Org</b>	<b>email</b>
Dwight	Littlefield	CTE Director	MDOE	<a href="mailto:dwight.a.littlefield@maine.gov">dwight.a.littlefield@maine.gov</a>
Matt	Marks	CEO	Associated General Contractors	<a href="mailto:info@agcmaine.org">info@agcmaine.org</a>
Lisa	Martin	Executive Director	Manufacturers Association of Maine	<a href="mailto:lisa@mainemfg.com">lisa@mainemfg.com</a>
Greg	Miller	Director	United Technologies Center	<a href="mailto:gmill@utc4me.org">gmiller@utc4me.org</a>
Rob	Moody	President	Goodwill-Hinckley	<a href="mailto:info@gwh.org">info@gwh.org</a>
Mary	Paine	Chief of Planning and Implementation	MDOE	<a href="mailto:mary.paine@maine.gov">mary.paine@maine.gov</a>
Hope	Perkins	President & CEO	Associated Builders & Contractors	<a href="mailto:hope@abcmaine.org">hope@abcmaine.org</a>
Heather	Perry	Superintendent	Gorham	<a href="mailto:heather.perry@gorhamschools.org">heather.perry@gorhamschools.org</a>
Jamie	Py	President & CEO	Maine Energy Marketers Assn	<a href="mailto:jpy@maineenergymarketers.com">jpy@maineenergymarketers.com</a>
Kevin	Quist	Workforce Development Coordinator	Associated Builders & Contractors	<a href="mailto:kevin@abcmaine.org">kevin@abcmaine.org</a>
Ron	Ramsay	Superintendent	RSU 37	<a href="mailto:rramsay@msad37.org">rramsay@msad37.org</a>
Doug	Robertson	Agriculture Education Specialist	MDOE	<a href="mailto:doug.robertson@maine.gov">doug.robertson@maine.gov</a>
Gail	Senese	Director of Adult Education	MDOE	<a href="mailto:gail.senese@maine.gov">gail.senese@maine.gov</a>
Arnold	Shorey	Principal	Foxcroft Academy	<a href="mailto:arnold.shorey@foxcroftacademy.org">arnold.shorey@foxcroftacademy.org</a>
Janet	Sortor	Chief Academic Officer	Maine Community College System	<a href="mailto:jsortor@mccs.me.edu">jsortor@mccs.me.edu</a>
Kevin	Stilphen	Director	Portland Arts and Technology High School	<a href="mailto:stilpk@portlandschools.org">stilpk@portlandschools.org</a>
Patrick	Strauch	Executive Director	Maine Forest Products Council	<a href="mailto:pstrauch@maineforest.org">pstrauch@maineforest.org</a>
Peter	Thiboutot	Superintendent	Winslow	<a href="mailto:pthiboutot@winslowk12.org">pthiboutot@winslowk12.org</a>
William	Thompson	Senior Policy Advisor	Governor's Office	<a href="mailto:william.h.thompson@maine.gov">william.h.thompson@maine.gov</a>
Donna	Tiner	Perkins Grant Manager	MDOE/CTE	<a href="mailto:donna.tiner@maine.gov">donna.tiner@maine.gov</a>
Jenn	Whittemore	Guidance Counselor	RSU 56	<a href="mailto:jwhittemore@rsu56.org">jwhittemore@rsu56.org</a>