



STATE OF MAINE
DEPARTMENT OF EDUCATION
23 STATE HOUSE STATION
AUGUSTA, ME 04333-0023

JANET T. MILLS
GOVERNOR

A. PENDER MAKIN
COMMISSIONER

May 15, 2019

John Haigh, Chief
Program Administration Branch
Division of Academic and Technical Education
Office of Vocational 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 on the "Estimated Fiscal Year (FY) 2019 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, Maine is submitting a 1-year Perkins V Transition Plan. For the transition year of the Strengthening Career and Technical Education for the 21st Century Act covering fiscal year July 1, 2019- June 30, 2020) enclosed for your review is:

- a 1-year Transition State Plan covering the grant period July 1, 2019 to June 30, 2020; and
- a budget for the grant period covering July 1, 2019 to June 30, 2020.

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

Sincerely,

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: State Director

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

May 21, 2019

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 Transition 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 May 15, 2019.

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

As you know, these federal grant funds support our efforts to provide Maine students with quality career and technical education. These resources will assist our efforts to continue to align our educational programming to the economic and workforce development goals and strategies of Maine.

Sincerely,

Janet T. Mills
Governor



PRINTED ON RECYCLED PAPER

The Maine Perkins V Transition Plan

Under the Strengthening Career and Technical Education For The 21st
Century Act (P. L. 115-224)



Transition Plan July 1, 2019 to June 30, 2020

Table 1: Checklist of Items Required to be Submitted in FY 2019

State Plan Items	OPTION 1: 1-Year Transition Plan (FY 2019 only)	OPTION 2: Perkins V State Plan (FY 2019-2023)
Cover Page	Required, except for the Governor’s signature	Required
Narrative Descriptions		
Plan Development and Coordination	Not required	Required
Program Administration and Implementation	Only Items B.2.a, b, c(i), d, and h; and B.3.a(i)(ii) and (iv)	Required
Fiscal Responsibility	Required	Required
Accountability for Results	Not required	Not required*
Assurances, Certifications, and Other Forms	Required	Required
Budget	Required	Required
State Determined Performance Levels (SDPL)	Not required	Not required

F. Type of Perkins V State Plan Submission - Subsequent Years (*Check one*):

- State Plan (FY 2020-23) - if an eligible agency selects this option, it will then complete Items H, I, and J
- State Plan Revisions (Please indicate year of submission: _____) - if an eligible agency selects this option, it will then complete Items H and J

G. Submitting Perkins V State Plan as Part of a Workforce Innovation and Opportunities Act (WIOA) Combined State Plan – FY 2019 (*Check one*):

- Yes
- No

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

- Yes (If yes, please indicate year of submission:)
- No

I. Governor’s Joint Approval of the Perkins V State Plan (*Fill in text box and then check one box below*):

<p>Date Governor was sent State Plan for signature:</p> <p>May 7, 2019</p>

- The Governor has provided a letter that he or she is jointly approving the State plan for submission to the Department.
- The Governor has not provided a letter that he or she is jointly approving the State plan for submission to the Department.

J. By signing this document, the eligible entity, through its authorized representative, agrees:

- 1. To the assurances, certifications, and other forms enclosed in its State plan submission; and
- 2. That, to the best of my knowledge and belief, all information and data included in this State plan submission are true and correct.

Authorized Representative Identified in Item C Above (Printed Name) Dwight A. Littlefield Career and Life Education Team Leader/State CTE Director	Telephone: 207-624-6721
Signature of Authorized Representative 	Date: 05/16/2019

Introduction

This one-year transition plan is being prepared against the backdrop of a dramatic transition in the political structure in Maine. In addition, the delivery of Pre- K to 12 education continues to undergo changes that were prompted by Maine’s Consolidated State Plan Under the Every Student Succeeds Act submitted in 2017. Alongside these changes Maine continues to review and revise the Maine State Standards and the legislated multiple pathways to the awarding of a diploma.

Related Maine Legislation

[Title 20-A, Chapter 313 §8306-B](#) - Approval of programs and courses; industry standards

[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. 2017, Chapter 420](#) - An Act To Amend Career and Technical Education Statutes (requiring middle school CTE exploratory programs)

[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)

Perkins V Development

Initial Perkins V stakeholder discussions have suggested that Maine should look beyond the requirements of the Perkins V State Plan and develop a cohesive CTE vision that includes more collaboration between education and workforce. The diverse stakeholder participants will allow us to identify how to best use Perkins V funds to supplement resources and activities already taking place and build upon them to provide better opportunities for Maine students. Reaching beyond the CTE classroom will aid in removing barriers that limit student access to CTE opportunities in order to help address Maine’s current and future workforce needs.

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 newly drafted 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 - youth through adulthood - in achieving healthy, successful, and fulfilling lives that allow them to shape the future.

DOE 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.

DOE 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

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

The initial 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 were then sent through the CTE office. The initial statewide Stakeholder group included representatives from middle school education, secondary education, postsecondary education, adult education, charter schools, guidance, business and industry, Maine Department of Labor, labor associations, Maine State Board of Education, and members of the public. Feedback from all Stakeholder groups will be available to the public via the Maine DOE – CTE website. Regional Stakeholder meetings were also held at four locations April 23 – Bangor, April 24 – Westbrook, April 25 – Augusta, May 1 – Caribou and invitation was sent via email, area CTE school notifications, Maine DOE newsroom, and word of mouth to all Perkins required Stakeholders including 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 (WIOA), 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, Maine Department of Education, and Maine State Board of Education.

Initial Statewide Stakeholder Recommendations of Next Steps Include:

- A clear and consistent definition of CTE to be used in Maine
- Determine what and who is a CTE student in Maine.
- Marketing to promote CTE to all stakeholders with a focus on parents and academic teachers.
- Build connections between academics and CTE technical skills.
- Reduce academic barriers caused by diploma/graduation requirements which hinder students from attending CTE.
- Revisit the certification requirements for CTE teachers that keep experts in the field from entering CTE teaching.
- Increase the wages for CTE teachers to better align the salaries to what experts make in the field.
- Increase recent graduates' access to CTE by providing methods and resources for CTE program reentry when space is available.
- Develop CTE access for 9th and 10th graders.
- Create ways to give fiscal accolades to high schools when they provide supports for student CTE pathways.
- Continued collaboration with the workforce.
- Update equipment in CTE programs to keep it current with industry.
- Explore using the CTE facilities during the off-hours. More adult education opportunities or even a second session of high school programs offered at night so students can work during the day.
- Explore ways to certify the military education of veterans to allow them to teach at CTEs.
- Develop resources for immigrants to receive training they need to fill Maine's workforce gaps.
- Do some targeted trainings with industry.
- Define what an adult education student is in Maine. Work with CTE marketing to address branding issues.
- Increase dual enrollment opportunities for CTE students.
- Increase apprenticeship opportunities for CTE students.
- Support the high-wage, high-skill, in-demand occupation programs.
- Include students in the discussions.
- Look outside of the 350-hour secondary CTE program requirement.
- Create supports for areas that lack the business resources to provide work-based learning opportunities for CTE students.
- Define the workforce needs. Be clear on what training students need to address the Maine skills gap.
- Develop better partnerships between high schools and CTE schools to address the competitive nature of student counts.
- Explore ways to improve the student travel time... especially in the rural areas.
- Be more creative on how students can meet graduation requirements.

- Be proactive and to address the future workforce needs instead of focusing only on current workforce needs.
- Emphasize that students do not need to choose between CTE or College as both are pathways to entering the workforce.
- Create flexibility and fluidity in secondary education to allow entry into any pathway to create more options for students who desire preparation for both college and career.
- Emphasize that a career is always the end goal whether a student goes on to college or directly into the workforce... college is not the end goal.

See Appendix A for list of Statewide Stakeholders

Maine Secondary CTE System

Maine’s high schools provide a range of pathways into the high skills workforce through a variety of 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, which are overseen by a School Administrative Unit (SAU), and 8 CTE regions, which are overseen by an Administrative Board. CTE provides a meaningful context for learning as CTE students test academic theories through real-world applications. CTE educators coordinate between academic and technical skill standards to create the conditions that allow students to reach high levels of achievement in both academic and technical content.

Maine’s population does not have the critical mass to offer CTE programs through comprehensive high schools; however, the current configuration allows access to CTE programs for all students in the State. Given this structure, the sending high schools in the State 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 and state funds to strengthen its standards in both the academic and skill content of its CTE programs by:

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

Maine Community College System (MCCS)

The Maine Community College System’s (MCCS) 7 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 allied health, computers, environmental sciences, automotive technology, construction, early childhood education, electrical 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 M CCS are accredited through the New England Commission of Higher Education (NECHE). Each program offered by the M CCS must meet the rigorous NECHE standards which combine both academic and technical courses in order to produce a well-educated and highly-skilled Maine citizen.

Implementing Career and Technical Education Programs and Programs of Study

- a. *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 support Maine Department of Education (DOE) approved CTE programs at the secondary level, and Maine Community College Board of Trustee approved programs at the postsecondary level. The Maine DOE CTE team will revise the criteria for approval of local Programs of Study to ensure alignment with the requirements of Perkins V. The team will work in partnership with secondary CTE schools and the Maine Community College System 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 Programs of Study will include the option for a secondary student to receive postsecondary credit as long as they successfully meet the criteria set forth in the program of study agreements.

- b. *Describe the process and criteria to be used for approving locally developed Programs of Study or career pathways, 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 132 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 Maine Community College System and the Maine Legislature, reviews and improves Maine's academic and technical standards based on the 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 the opportunity for secondary CTE students to earn postsecondary credit while in high school. They 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 or they will develop local Program of Study agreements that are required to be signed annually by the administrators of the educational institutions. During the transition year, the online, local Perkins V grant application process will be updated to encompass the Program of Study review and approval process.

The Maine Career Clusters Framework is currently comprised of 10 Career Clusters and related Career Pathways to help students explore different career options and better prepare for college and career. During the transition year we will explore changing the structure back to the 16 national Career Clusters to align Maine with the national structure. The current 10 Career Clusters in Maine are below:

- Agriculture & Natural Resources
- Architecture, Construction & Manufacturing
- Arts, Audio/Video Technology & Communications
- Business, Management, & Administration, Finance, Marketing, Sales & Service
- Education & Public Service
- Health & Human Services
- Hospitality & Tourism
- Public Safety & Security
- Science, Technology, Engineering, Mathematics (STEM) & Information Technology
- Transportation

In addition to the secondary CTE standards requirements, Maine currently requires academic instructional requirements for a high school diploma, which include at a minimum:

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

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 universities, 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 color, ancestry, religion, sex, sexual orientation, and physical or mental 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 are reviewed under the Methods of Administration program to ensure that all students have access to high-quality career and technical education.

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 programs incorporate employability skills in all 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.

- c. *Describe how the eligible agency will—*
 - i. *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;*

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 using both hard copy and electronic formats. In-depth program materials are shared via individual school websites and social media venues. Schools with significant English learner populations are required to provide these materials in languages accessible to those populations. 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 available to students. Schools with English learners are also required to provide interpreters during these schoolwide events to ensure familial accessibility. Through the required comprehensive needs assessment 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.

- d. *Describe how the eligible agency, if it chooses 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)*

In continuation of the work in Perkins IV towards statewide articulation, during the transition year Maine will work towards elevating its four statewide articulation agreements into statewide Programs of Study. In addition, at the local level dual enrollment and articulated credit options will become a component of a Program of Study to clearly demonstrate the career pathway options for each program.

Early College Opportunities for Students in Maine:

Maine secondary CTE students are able 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

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

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) is allowable.

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

Academ-e

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. (The University of Maine online)

Early College

The Early College Program offers secondary Career and Technical Education (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

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

Embark offers—

- The chance to take a college course in the senior year of high school (for free)
- Help with applying to college and completing financial aid forms
- Support and advising in high school and college
- 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.

Take a college course (a Maine Community College initiative)

Earn college credit while you are still in high school!

Maine’s community colleges offer high school juniors and seniors who attend a public high school or CTE in Maine the chance to enroll in college courses at little or no cost.

Courses for high school students are offered on the community college campuses, at local outreach centers, online, and at area high schools.

State wide articulation/Programs of Study

Statewide articulations systematically link a secondary career and technical education school program statewide to a postsecondary career and technical education system program statewide. Statewide articulations offer Dual or Concurrent Enrollment credits.

- h. *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 career and technical education programs are ensured to be of size, scope, and quality through policy driven CTE program approval process.

A secondary career and technical education 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 career and technical education 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 implanted 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.

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 Presidents 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.

3. Meeting the Needs of Special Populations

- a. 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;
 - iv. will be provided with appropriate accommodations; and

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

Members of special populations include:

- individuals with disabilities;
- individuals from economically disadvantaged families, including 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 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 Methods of Administration (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 career and technical education.

The MOA coordinator 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 in order that they can comply with the provisions of the law; establishing the procedures which assure 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 career and technical education 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, or handicap disproportion in enrollment in

vocational courses.

On-Site Review

On-site reviews are conducted at both the secondary and postsecondary institutions 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 career and technical education programs offered by the institution.

- i. 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;

Maine will continue to ensure CTE programs, services, and activities for students with disabilities, and students who are economically disadvantaged are provided for in the least restrictive environment possible. 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

Nontraditional Training and Employment

The career and technical education 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 career and technical education 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 career and technical education program would approximate the percentage of workers of each gender represented in the labor market.

Maine will retain its gender 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 more gender balanced programs. Maine will continue to offer awareness programs such as the "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 counseling or convening support groups, or seminars in how to handle problem situations.

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. The CTE schools endeavor to share IEPs with the CTE instructor before the beginning of the school year to ensure effective CTE instruction.

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

At the postsecondary level students must self-identify 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 are in compliance 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.

C. Fiscal Responsibility

1. *Describe the criteria and process for how the eligible agency will approve eligible recipients for funds under this Act, including how—*
 - a. *each eligible recipient will promote academic achievement;*
 - b. *each eligible recipient will promote skill attainment, including skill attainment that leads to a recognized postsecondary credential; and*
 - c. *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 standards 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.

The Maine DOE CTE team has revised its Comprehensive School Review process to a full review every six years with a mid-cycle review every three years (previously ten years and five years). This increased dialog and presence allows the Maine DOE CTE team to evaluate programs for continuous improvement. The Secondary CTE Comprehensive School Review process looks at 7 overarching schoolwide standards, individual program reviews, and a facilities review. The process begins a year before the on-site review with the school completing a self-study for all review areas. Maine Department of Education CTE staff affirm the self-studies in an on-site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a 3-year follow-up.

During the transition year, the Maine DOE CTE team, with input from postsecondary stakeholders and secondary CTE school directors, will develop a local needs assessment template for all secondary and postsecondary institutions to use as a starting point for their local comprehensive needs assessments. 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.

2. *Describe how funds received by the eligible agency through the allotment made*

under section 111 of the Act will be distributed—

a. 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

b. 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 the President of the MCCS, will determine the Perkins V allocation split for secondary and postsecondary eligible recipients. In Maine, the eligible recipients will include the 27 secondary CTE regions and centers and the Maine Community College System. For the transition year the State Board of Education will use the Perkins V 50/50 secondary/postsecondary split. 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.

3. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and Programs of Study under section 131(a)-(e) of the Act and describe how these allocations are distributed to local educational agencies, areas career and technical education schools and educational service agencies within the State. (Section 131(g) of Perkins V)*

Local Formula Distribution	85%	\$5,226,478
• Reserve	10%	\$522,646
- Secondary Recipients	66%	\$344,946
- Postsecondary Recipients	34%	\$177,700
• Allocation to Eligible Recipients	77%	\$4,703,832
- Secondary Recipients	50%	\$2,351,916
- Postsecondary Recipients	50%	\$2,351,916

For the transition year the secondary funds will follow the distribution formula as required by law. The State Board of Education will request a change if it is determined that an alternative formula is needed.

- 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 27 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.

4. *Provide the specific dollar allocations made available by the eligible agency for career and technical education programs and Programs of Study under section 132(a) of the Act and describe how these allocations are distributed to eligible institutions and consortia of eligible institutions within the State.*

Local Formula Distribution	85%	\$5,226,478
• Reserve	10%	\$522,646
- Secondary Recipients	66%	\$344,946
- Postsecondary Recipients	34%	\$177,700
• Allocation to Eligible Recipients	77%	\$4,703,832
- Secondary Recipients	50%	\$2,351,916
- Postsecondary Recipients	50%	\$2,351,916

For the transition year we will once again request the approval of an alternative formula for the postsecondary funds. This formula was used in both Perkins III and Perkins IV. The sole use of Pell Grants as criteria for allocation made it difficult for college campuses to budget 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)

5. *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.

6. *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).

The secondary funds will be distributed to the local eligible recipients by the formula described in the Act, however, Maine does request a waiver for one secondary CTE school that does not meet the minimum threshold.

Maine requests a minimal threshold waiver for the Van Buren secondary career and technical Center. 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.

7. *If the eligible agency will submit an application for a waiver to the postsecondary allocation formula described in section 132(a)—*
 - a. *include a proposal for such an alternative formula; and*
 - b. *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)*

For the transition year Maine requests the approval of an alternative formula for the postsecondary funds. This formula was approved and used in both Perkins III and Perkins IV. This formula uses Pell Grants, poverty data, and census data to make the allocation of funds more equitable.

- 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)

8. *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.*

In FY20 Maine will award postsecondary 30% of the reserve funds to support secondary CTE special population students. These funds will be used for gender equity services/support and/or supports to help special population students succeed.

In FY20 Maine will award secondary 70% of the reserve funds that will be distributed via a competitive process for projects to be determined by the Maine State Board of Education, which is Maine's eligible agency. During FY20 the State Board is contemplating competitive grants for the development and piloting of 9th and 10th grade CTE opportunities.

Due to the rural nature of Maine, and the fact that each secondary CTE and postsecondary CTE draws students for numerous towns... all of our schools have been determined to serve rural population students and/or high numbers or percentages of CTE students.

9. *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)*

During the transition year Maine will continue to use aggregate expenditures to determine maintenance of effort. Maine recently passed legislation to target secondary funds to be used for CTE rather than combining the funds into the general fund budget of the school districts. As this legislation was just recently put into practice, Maine proposes to continue to use the postsecondary fiscal data, as used in Perkins IV, for the transition year. This will allow time to develop a true baseline for maintenance of effort. If the legislation remains intact we will update our fiscal effort baseline in the Perkins V four-year plan.

ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

A. **Statutory Assurances**

The eligible agency assures that:

1. It made the State plan publicly available for public comment³ 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)

³ An eligible agency that submits a 1-Year Transition Plan in FY 2019 is not required to hold a public comment period on the 1-Year Transition Plan. Such agency must assure that it meets this public comment requirement prior to submitting its Perkins V State Plan in FY 2020.

A. 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.

B. 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>

IV. BUDGET

A. Instructions

1. On the form in Item IV.B below, provide a budget for the upcoming fiscal year. As you prepare your budget, refer to the statutory descriptions and assurances in Section II.C and Section III.A, respectively, of this guide.

2. In completing the budget form, provide--

Line 1: The total amount of funds allocated to the eligible agency under section 112(a) of Perkins V. *This amount should correspond to the amount of funds noted in the Department's program memorandum with estimated State allocations for the fiscal year.*

Line 2: The amount of funds made available to carry out the administration of the State plan under section 112(a)(3). *The percent should equal not more than 5 percent of the funds allocated to the eligible agency as noted on Line 1, or \$250,000, whichever is greater.*

Line 3: The amount of funds made available to carry out State leadership activities under section 112(a)(2) of Perkins V. *The percent should equal not more than 10 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 4: The percent and amount of funds made available to serve individuals in State institutions, such as: (a) correctional institutions; (b) juvenile justice facilities; and (c) educational institutions that serve individuals with disabilities pursuant to section 112(a)(2)(A) of Perkins V. *The percent of funds should equal not more than 2 percent of the funds allocated to the eligible agency as noted on Line 1.*

Line 5: The amount of funds to be made available for services that prepare individuals for non-traditional fields pursuant to section 112(a)(2)(B) of Perkins V. *The amount of funds should be not less than \$60,000 and not more than \$150,000.*

Line 6: The amount of funds to be made available for the recruitment of special populations to enroll in career and technical education programs pursuant to section 112 (a)(2)(C) of Perkins V. *The percent of funds should equal 0.1 percent of the funds allocated to the eligible agency, or \$50,000, whichever is lesser.*

- Line 7: The percent and amount of funds to be made available to eligible recipients [local education agencies (secondary recipients) and institutions of higher education (postsecondary recipients)] pursuant to section 112(a)(1) of Perkins V. *The percent of funds should be not less than 85 percent of the funds allocated to the eligible agency as noted on Line 1.*
- Line 8: The percent and amount, if any, of funds to be reserved and made available to eligible recipients under section 112(c) of Perkins V. *The percent of funds should be not more than 15 percent of the 85 percent of funds noted on Line 7.*
- Line 9: The percent and amount, if any, of funds to be reserved and made available to secondary recipients under section 112(c) of Perkins V.
- Line 10: The percentage and amount, if any, of funds to be reserved and made available to postsecondary recipients under section 112(c) of Perkins V.
- Line 11: The percent and amount of funds to be made available to eligible recipients under section 112(a)(1) of Perkins V. *The percent and amount of funds should represent the funds remaining after subtracting any reserve as noted on Line 8.*
- Line 12: The percent and amount of funds to be distributed to secondary recipients under the allocation formula described in section 131 of Perkins V.
- Line 13: The percent and amount of funds to be distributed to postsecondary recipients under the allocation formula described in section 132 of Perkins V.
- Line 14: The amount of funds to be made available for the State administration match requirement under section 112(b) of Perkins. *The amount of funds shall be provided from non-Federal sources and on a dollar-for-dollar basis.*

B: Budget Form

State Name: Maine

Fiscal Year (FY): 20

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	Total Perkins V Allocation	Not applicable	\$6,148,797
2	State Administration	5%	\$307,439
3	State Leadership	10%	\$614,880
4	• Individuals in State Institutions	1%	\$60,000
4a	- Correctional Institutions	Not required	\$
4b	- Juvenile Justice Facilities	Not required	\$60,000
4c	- Institutions that Serve Individuals with Disabilities	Not required	\$
5	• Nontraditional Training and Employment	Not applicable	\$60,000
6	• Special Populations Recruitment	0.1%	\$6,149
7	Local Formula Distribution	85%	\$5,226,478
8	• Reserve	10%	\$522,646
9	- Secondary Recipients	66%	\$344,946
10	- Postsecondary Recipients	34%	\$177,700
11	• Allocation to Eligible Recipients	77%	\$4,703,832
12	- Secondary Recipients	50%	\$2,351,916
13	- Postsecondary Recipients	50%	\$2,351,916
14	State Match (<i>from non-federal funds</i>)	Not applicable	\$307,439

Appendix A: Perkins V: Statewide Stakeholders

First Name	Last Name	Title	Organization
Deb	Alden	Superintendent	RSU 10
Tonya	Arnold	Dean of Students	Maine Academy of Natural Sciences
Travis	Barnes	Principal	Caribou
John	Bird	CTE Committee Chair	State Board of Education
Amy	Boles	Director	Hancock County Technical Center
Paulette	Bonneau	Director	Biddeford Regional Center of Technology
Jan	Breton	Director of Special Services	MDOE
Mark	Brooks	Lieutenant	Maine State Troopers
Tom	Brown	President	Maine Auto Dealers Association
Don	Cannan	Executive Director	Maine Administrators of CTE
Brian	Carpenter	Superintendent	Presque Isle
Ed	Cervone	Executive Director	Educate Maine
Dan	Coffey	Manager	Cianbro Institute
Tina	Collins	Special Education	RSU 73
Dana	Connors	President	Maine State Chamber of Commerce
Keith	Derosby	Guidance Counselor	Messalonskee
Danielle	Despins	MOA/CSR Coordinator	MDOE
Joan	Dolan	Director of Apprenticeship	Maine Dept of Labor
Dana	Doran	Executive Director	Professional Logging Contractors
Tim	Doyle	Vice President	Maine Motor Transport
George	Dykstra	Education Director	Maine Auto Dealers Association
Richard	Erb	President & CEO	Maine Health Care Assn
Maria	Fuentes	Executive Director	Maine Better Transportation Assn
Melissa	Gagnon	Guidance Counselor	RSU 4
Brenda	Gammon	Director	Region 9 School of Technology
Kevin	Gordon		Sargent Corporation
Bill	Grant	Director	Auburn Adult & Community Education
Staci	Grasky	Perkins Grant Manager	Maine Community College System
Peter	Hallen	Director	Mid-Maine Technical Center
Meg	Harvey	Middle School Specialist	MDOE/CTE
Mark	Hatch	Principal	Messalonskee Middle School

Appendix A: Perkins V: Statewide Stakeholders

Wilson	Hess	Chair	State Board of Education
Steve	Hewins	President & CEO	Maine Restaurant Association/Innkeepers
Jaci	Holmes	Federal Liaison	MDOE
Josh	Howe	Workforce Development	Maine Dept of Labor
Glenn	Kapiloff	Adult Education Director	RSU 9
Dave	Keaton	Director	Region Two
Janette	Kirk	Director of Learning Systems	MDOE
Shawn	Lagasse	Data Specialist	MDOE/CTE
Beth	Lambert	High School Coordinator	MDOE/Learning Systems
Jake	Langlais	Principal	Lewiston
Brian	Leavitt	Director	Coastal Wash County Inst of Tech
Jason	Libby	Higher Education Specialist	MDOE
Dwight	Littlefield	CTE Director	MDOE
Matt	Marks	CEO	Associated General Contractors
Lisa	Martin	Executive Director	Manufacturers Association of Maine
Greg	Miller	Director	United Technologies Center
Rob	Moody	President	Goodwill-Hinckley
Mary	Paine	Chief of Planning and Implementation	MDOE
Hope	Perkins	President & CEO	Associated Builders & Contractors
Heather	Perry	Superintendent	Gorham
Jamie	Py	President & CEO	Maine Energy Marketers Assn
Kevin	Quist	Workforce Development Coordinator	Associated Builders & Contractors
Ron	Ramsay	Superintendent	RSU 37
Gail	Senese	Director of Adult Education	MDOE
Arnold	Shorey	Principal	Foxcroft Academy
Janet	Sortor	Chief Academic Officer	Maine Community College System
Kevin	Stilphen	Director	Portland Arts and Technology High School
Patrick	Strauch	Executive Director	Maine Forest Products Council
Peter	Thiboutot	Superintendent	Winslow
William	Thompson	Senior Policy Advisor	Governor's Office
Donna	Tiner	Perkins Grant Manager	MDOE/CTE
Jenn	Whittemore	Guidance Counselor	RSU 56