

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

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

Vision: The Vision of the State Board of Education is to ensure Maine public school students graduate with the skills, knowledge, and principles to be responsible American citizens; self-directed and dedicated to making contributions to society by pursuing further education and employment. **The vision of the Maine State Board of Education is that all students will receive a high-quality education leading to graduation with the skills, knowledge, and principles to be prepared for future learning, careers, and life.**

Mission: The Mission of the State Board of Education is to provide policy leadership that promotes a Maine public school system whose graduates will meet current and future learning standards and to make recommendations to the Executive and Legislative Branches of Government that will further this mission. **The mission of the Maine State Board of Education is to provide leadership and to support policy development that promotes equitable access to high-quality educational opportunities for all students in safe, healthy, and inclusive school environments.**

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

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

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

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

Statement of Priorities:

- **Priority 1 - Board Effectiveness**
- **Priority 2 - Career & Technical Education**

- Priority 3 - Certification & Higher Education
- Priority 4 - School Construction & Renovations

PRIORITY AREA: Board Effectiveness

Goal 1: The State Board will annually review/reeducate itself on its mission, vision, bylaws, goals, roles, and governance authorities; update, as deemed necessary; and communicate to stakeholders what is being done.

Rationale: State Board membership changes on an annual basis as some terms expire and new members are appointed. Members need to act in ways that support the vision and mission of the collective Board.

Actions: The State Board of Education will review its mission and goals to ensure it is fulfilling its roles and responsibilities. Throughout the year, the State Board will meet with different stakeholders to enhance communications by sharing information about the responsibilities, powers, and duties of the Board along with its accomplishments and challenges.

Outcomes: The expected outcomes of these actions will be:

1. Meeting agendas will support the Boards' mission and goals. Initiatives and legislation that the Board supports will be in alignment with its mission.

Metrics: Success will be measured by:

1. Board minutes that indicate that the Board has reviewed and/or updated its mission, vision, bylaws, and governance authorities.
2. The production and distribution of an Annual Report of activities to stakeholders.

Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Review the mission and vision of the MSBE and make a recommendation to the Board. <i>Reviewed vision & mission statements from 47 other States.</i> <i>Adopted a new vision & mission statement 12/22.</i>	Review the By-laws of the MSBE and make a recommendation to the Board. <i>Carried forward.</i>	Review the governance authorities of the MSBE and make a recommendation to the Board. <i>Chair and Vice Chair participated in the LD 1018 Working Group to review SBE's Membership, Responsibilities, Functions, and Staffing. Report due 1-15-2025 to ECA Cmte.</i>	Review the <i>Annual Retreat</i> and <i>Board Member Orientation</i> policies and make a recommendation to the Board.	Develop the 2027-2031 MSBE 5-Year Strategic Plan.
Annual Report of accomplishments will be sent to the Governor,	Annual Report of accomplishments will be sent to the Governor,	Annual Report of accomplishments will be sent to the Governor,	Annual Report of accomplishments will be sent to the Governor,	Annual Report of accomplishments will be sent to the Governor,

Education & Cultural Affairs Committee, and key stakeholders.	Education & Cultural Affairs Committee, and key stakeholders. Presentation made at ECA Cmte. orientation, 2-9-2023.	Education & Cultural Affairs Committee, and key stakeholders. Will be presented to ECA Cmte. at 132 nd Legislature orientation, 1-2025.	Education & Cultural Affairs Committee, and key stakeholders. Presentation made at ECA Cmte. orientation, 1-15-2025.	Education & Cultural Affairs Committee, and key stakeholders.
Chair Desjardin & Vice Chair Geiger met with Governor Mills in January 22. Chair Desjardins and Vice Chair Bonneau are requesting a meeting to take place in Jan/Feb 2023.	A brochure (or some form of marketing) will be created to communicate the State Board's mission, roles, and responsibilities. Drafted but not finalized.	SBE brochure distributed at speaking engagements and to educational organizations. Brochure not finalized. Deferred until the final LD 1018 report by the DOE is issued and reviewed.	On-going	On-going
	SBE Chair or designee will present information about Board functions/activities at conferences, regional meetings, etc. Chair spoke about SBE functions & activities at the following: - County Teacher of the Year Induction/ Orientation Dinner, 5-10-2023. - Aroostook Retired Educator's Association Summer Luncheon Meeting, 7-18-2023, UMFK. - Penquis Superintendents' Association meeting, 10-19-2023.	On-going Chair presented at the following: - County Teacher of the Year Induction/ Orientation Dinner, 5-8-2024. MSSA Executive Committee meeting, 9-27-2024.	On-going	On-going

	- Aroostook County Teachers of the Year and Legislators Meeting, 11-17-2023, Caribou Community School.			
--	--	--	--	--

Goal 2: The State Board will review and improve its structure and decision making processes by December 2023.

Rationale: The *Policy and Procedures Manual* does not specify the duties of committee chairs or how student members can more effectively contribute to Board discussions.

The Self-Assessment Survey indicated a need for the Board to set goals that focus on evidence-based decision-making and to use high-quality data to inform Board decisions.

There is a growing concern of the membership in not having professional staff services to carry out Board duties and responsibilities.

Actions: The State Board of Education will:

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

Outcomes:

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

Metrics: Success will be measured by:

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

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

<p>authorities of the committee chairs. Amend the <i>Committees</i> policy. Not Completed-Moved to 2023 to be included in review of the Board's by-laws.</p>	<p>Not completed.</p> <p>Committee operations will be addressed during New Member Orientation. Addressed at New Member Orientations, 4-11-2023 & 8-14-2023.</p>	<p>functions of Committee Chairs and <i>Committees</i> policy in final review.</p> <p>Cmte. operations addressed at New Member Orientation, 7-16-2024.</p>		
<p>Explore ways to hear directly from student members in Board meetings. Amend <i>Student Board Members</i> policy. Student members presented at 2022 retreat & 11/9/22 workshop. Discussion has begun about increased student engagement and voting privileges-no determinations at this time.</p>	<p>Implement the amended policy. Amendments to SBE policy not finalized.</p> <p><i>Student Board Members</i> amended policy addressed during New Member Orientation. Addressed current policy at New Member Orientation with new student, 8-14-2023.</p>	<p>On-going Students meet monthly with the assigned Student Voices Cmte. chair and report out at SBE monthly meetings.</p> <p>Students participated in SBE Annual Retreat, 9-11&12-2024.</p> <p>Addressed current policy at New Member Orientation with new student, 7-16-2024.</p>	On-going	On-going
<p>Determine data needs and sources of high-quality data. Data requests need to be discussed in committee & aligned with the committee's strategic plan.</p> <p>A \$50,000 ask has been submitted in the bi-annual budget to contract services to gather data</p>	<p>Refer to data in committee work and in making recommendations to the Board. Data and recommendations based on the data are included in exhibits from SBE committees to the entire board for action items on board agendas.</p>	<p>Seek and use high-quality data to inform Board decisions. Focus on evidence-based decision making. SBE regularly discusses data and evidence-based decision making. MDOE provides data, when requested (e.g., student transfer appeals).</p> <p>SBE Chair met with MSSA</p>	On-going	On-going

<p>and best practices to inform Board member's decision making.</p> <p>The ask was not submitted in the DOE budget.</p>		<p>Executive Cmte. to discuss statewide education challenges and how they can better support their efforts.</p>		
<p>Collect data on State Board staffing and support in other states to learn best practices. Determine if the Maine SBE needs additional support to carry out its duties and responsibilities.</p> <p>NASBE provided us with data from states that have similar Board makeup. A job description has been drafted. Ongoing data collection is needed to build strong evidence to fund the position.</p> <p>A drafted job description for the Executive Director position has been created. May/June 2022</p> <p>An ask has been submitted in the bi-annual budget and was not submitted in the DOE</p>	<p>Define the responsibilities of the professional staff position needed to support and increase the effectiveness of the State Board.</p> <p>Testified In Support of LD 1018, to increase the membership of the SBE and review the board's responsibilities, functions & staffing, 3-22-2023.</p> <p>Proposed funding for an Executive Director position was not secured.</p>	<p>Seek funding to support the addition of a professional staff member.</p> <p>Begin the process to fill the position.</p> <p>Chair and Vice Chair participated in the LD 1018 Working Group to review the SBE's membership, responsibilities, functions, and staffing, 8-13-2024 to 10-4-2024. Awaiting the report due 1-15-2025 to ECA Cmte.</p>	<p>Fill the position.</p> <p>Establish priorities and goals for the position.</p>	<p>Establish an evaluation process and monitor the effectiveness of having the position.</p>

budget. Proposed position has been submitted for the biennial budget. (July 2022)				
--	--	--	--	--

Goal 3: The State Board of Education will enhance stakeholder engagement by building a non-partisan relationship with the Governor, MDOE leadership, educational organizations, Education & Cultural Affairs Committee, parents, students, and other community members through December 2026.				
<p>Rationale: Meetings are an important forum for offering all stakeholders an opportunity to discuss issues of common interest, differences of opinion, and agreed-upon education policy. The exchange of information between the Board and stakeholders can help each party better understand what is envisioned for all students while considering community differences and similarities.</p> <p>Students' best interests are served when the legislature and MSBE work collaboratively and align their views on educational policy. Conversations with legislators may help both parties better understand some of the issues facing education and its stakeholders.</p>				
<p>Actions: The State Board of Education will ...</p> <ol style="list-style-type: none"> 1. Convey its vision, role, responsibilities, goals and accomplishments to stakeholders. The Board will listen to, and consider, stakeholder's policy agendas for education in periodic meetings with them on educational policy updates. 2. Maintain oversight of the legislative process through its Legislative Action Committee. The Committee will share with the Board ongoing information gained at legislative hearings and work sessions. The Board will testify on bills within its governance authority. 3. Work with MDOE staff and the Education and Cultural Affairs Committee to ensure the Board's goals are reflected in legislative proposals. 				
<p>Outcomes: The expected outcomes of these actions will be ...</p> <ol style="list-style-type: none"> 1. Increased communications with stakeholders may improve collaboration on controversial issues. 2. MSBE will be in a better position to support stakeholder initiatives such that the transition between Governors, Commissioners of Education or other leaders at the MDOE, Education & Cultural Affairs Committee, or any other organization may become more seamless. 3. MSBE will be better informed by gathering information from different stakeholders and comparing data prior to making decisions. Information and data gathered will be used to inform goals, legislative initiatives, committee and other work of the State Board. 				
<p>Metrics: Success will be measured by the State Board having had different stakeholders attend at least 6 of its monthly meetings and the Board using information gathered from the guests for continuous improvement of MSBE programs and services in support of every student's success.</p>				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Invite the Governor to a MSBE meeting to discuss the Governor's policy agenda.	Identify stakeholders to invite to MSBE meetings. Set a calendar of invitees.	Hold regional meetings to hear from parents, students, and other stakeholders regarding	Identify stakeholders to invite to MSBE meetings. Set a calendar of invitees.	Identify stakeholders to invite to MSBE meetings. Set a calendar of invitees.

<p>Chair Desjardins & Vice Chair Geiger met with Governor Mills; has not met with full Board.</p>	<p>Guests included:</p> <ul style="list-style-type: none"> - Maine Teacher of the Year - Superintendent of the Year - 2023 York, Aroostook (including 2019 & 2022), Penobscot, & Sagadahoc County Teachers of the Year - Professional Standards Board Chair - Higher Education Presidents, Deans, Provosts, & Professors - MEPRI Co-chairs - Legislator - Assistant Attorney Generals - MDOE Consultants 	<p>their thoughts on current issues in education.</p> <p>SBE held 5 of its monthly meetings (May & September – December) in different regions and provided public notice of all meetings.</p> <p>SBE held conceptual conversations on Rule Chapter 115 in Bangor, Biddeford, Caribou, Westbrook, Presque Isle, and 3 in Augusta. The 8 sessions took place 10-24-2024 to 11-14-2024. The Board’s C&HE Cmte. also provided time in their August-December meetings to receive public feedback on Ch. 115.</p>	<p>SBE holds monthly meetings in different regions and the public is invited to attend.</p>	
<p>Invite various educational organizations (e.g., MSMA, MPA, MADSEC, MEA, MERPRI, etc.) to monthly MSBE workshops to share their goals, challenges, accomplishments, etc. Board workshops have hosted educational organizations. This activity is ongoing.</p>	<p>At the MSBE Annual Retreat, review information gathered from Year 1 and 2 invitees. Determine the direction the Board will take in light of the review. SBE’s Board Effectiveness Cmte. discussed and made decisions accordingly.</p>	<p>At the Annual Retreat, review information gathered from regional meetings. Determine the direction the Board will take in light of the review. SBE Chair met with MSSA Executive Cmte. to discuss statewide education challenges and how the SBE can help and support MSSA efforts.</p> <p>Board members attended Measure What Matters</p>	<p>At the Annual Retreat, review information gathered from invitees. Determine the direction the Board will take in light of the review. Legislation regarding Student Transfer Appeals submitted on 1-10-2025.</p>	<p>At the Annual Retreat, review information gathered from invitees. Determine the direction the Board will take in light of the review.</p>

		<p>Community Conversations throughout the State.</p> <p>SBE held public conceptual conversations throughout the State regarding Ch. 115 (LD 2221).</p> <p>SBE and MSSA collaborated to propose changes to the Student Transfer Appeal statute.</p> <p>SBE Chair and Vice Chair participated with DOE, MEA, MSSA, & DOL representation in the U.S. DOE <i>Regional Convening to Support State Action to Advance the Education Professions</i>. SBE continues to participate as a key stakeholder in the teacher recruitment and retention work group.</p>		
<p>Invite the Professional Standards Board to present their annual work plan at a SBE meeting.</p> <p>Annual presentation by PSB chair at the Oct. 12th workshop.</p>	<p>On-going</p> <p>Annual presentation by PSB chair at the 7-12-2023 workshop with action taken in the business meeting.</p>	<p>On-going</p> <p>Receipt of PSB 2024 Annual Report & Recommendations taken up at SBE's 6-21-2024 business meeting.</p>	<p>On-going</p> <p>Advocate for the re-establishment of a PSB to serve in an advisory role to the SBE, pursuant to 20-A §13101.</p>	<p>On-going</p>

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

	<p>Testified on 5 bills: LD 33 (opportunities for MS students); LD 436 & LD 1158 (workforce development); LD 1283 (task force to study a comprehensive CTE system), & LD 1942 (equity in CTE staffing support ratios).</p> <p>One SBE member participated on the Task Force to Study the Creation of a Comprehensive CTE System, Resolve 2023, Ch. 92; mtgs Oct.-Dec., 2023.</p>	<p>Testified on 1 bill: LD 2133 (development of the electrician workforce).</p>		
<p>Advocate for EPS funding formula, funding levels, in 2nd Session of 130th Leg. (especially LD 313). See MEPRI, “Essential Programs and Services Career and Technical Education Component Review,” May 2022.</p> <p>Educate Maine, “Systemic Barriers Report,” July 2022 outlines issues for advocacy.</p>	<p>Assessment of implementation of funding formula modifications OR continued advocacy on EPS funding formula and funding levels (131st Leg.). Testimony on LD 1158 supported an adjustment in the school funding formula for CTE.</p> <p>Testimony on LD 1942 supported equity in staffing support ratios across Maine.</p>	<p>Ongoing assessment of funding formula and funding levels. Testimony In Support of LD 2181, Resolve Regarding Legislative Review of Portions of Chapter 61, Rules for Major Capital School Construction Projects, 2-13-2024.</p>	TBD	TBD
Advocacy for equitable funding for CTE Centers and Regions.	Advocacy for equitable funding for CTE Centers and Regions (131 st Leg.).	Advocacy for equitable funding for CTE Centers and Regions (131 st Leg.).	TBD	TBD

Educate Maine, “Systemic Barriers Report,” outlines issues for advocacy.	No bills in the 131 st Leg. differentiating Centers and Regions.	No bills in the 131 st Leg. differentiating Centers and Regions; however, SBE member’s testimony on LD 1158 made reference to the bill covering centers but not regions.		
Advocacy with the Legislature and DOE to establish state capital equipment funding for CTE (beyond ARPA short term ARPA sources). Possible opportunity in DOE proposal for additional capital funding in 131 st Legislature.	Renew advocacy with Legislature and DOE to establish state capital equipment funding for CTE with 131 st Leg. SBE reviewed Rule Chapter 61 & engaged in Rulemaking. Provision in Section 10 (4)(A) for >4% moveable equipment costs in CTE approved by SBE 7-12-2023.	Testified In Support of LD 2181 regarding legislative review of portions of Chapter 61, 2-13-2024. Proposed changes adopted by SBE 5-8-2024. Ch. 61 amendments effective 6-12-2024, Section 10 (4.A), made possible additional moveable equipment costs for CTE.		
Advocacy in conjunction with SBE School Construction Committee for CTE capital funding for CTE facility construction. Ongoing in SBE’s Legislative Action Committee.	Renew advocacy in conjunction with SBE School Construction Committee for CTE capital funding for CTE facility construction with 131 st Leg. Testimony on LD 280 (increasing the maximum debt service limit) & LD 1415 (expanding access to school construction).	SBE Chair serving on the Governor’s Commission on School Construction.	TBD	TBD
Advocacy in conjunction with SBE School Construction Committee for CTE renovation. LD 193 in 131 st Legislature	Renew advocacy in conjunction with SBE School Construction Committee for CTE renovation with 131 st Leg.	Continue advocacy in conjunction with SBE School Construction Committee for CTE renovation with 131 st Leg.	TBD	TBD

calls for Extended funding from Excess General Fund Revenue to support the School Revolving Renovation Fund and the Education Stabilization Fund.	Testified in support of LD 193 for SRRF, 4-24-2023 & LD 1185 to Recapitalize the SRRF, 4-26-2023.	SBE Chair serving on the Governor's Commission on School Construction.		
Advocate for renewal/expansion of middle school exploratory funding. LD 33 in 131 st Legislature calls for extended funding for middle school program.	Advocate for renewal/expansion of middle school exploratory funding. Testified In Support of LD 33 to expand middle school access to CTE opportunities, 2-9-2023.	TBD	TBD	TBD
Annual assignment of Perkins V carry-over funds (if available) and state discretionary funding for strategic priorities. Perkins V FY2022 and FY2023 Reserve funds combined to offer funding \$983,000 to secondary CTE school to develop and/or enhance programs to reduce barriers for high school students to attend CTE.	Annual assignment of Perkins V carry-over funds (if available) and state discretionary funding for strategic priorities. 3-8-2023 SBE voted to carry forward FY23 Perkins V targeted reserve funds into FY24 (7-1-2023 to 6-30-2024) to support CTE priorities in SBE Strategic Plan. 4-12-2023 SBE approved the allocation of Perkins V FY23 & FY24 targeted grant funds to CTE schools to purchase equipment & supplies supporting CTE curricula.	Annual assignment of Perkins V carry-over funds (if available) and state discretionary funding for strategic priorities. 9-11-2024 SBE approved Perkins targeted reserve grant funds to CTE schools to purchase equipment, technology, & program supplies. Review split of federal funding between secondary and postsecondary CTE (in concert with Perkins V Strategic Plan review cycle). No SBE Action Review State Perkins V State Plan for renewal (Perkins V Strategic Plan	Annual assignment of Perkins V carry-over funds (if available) and state discretionary funding for strategic priorities.	Annual assignment of Perkins V carry-over funds (if available) and state discretionary funding for strategic priorities.

		review cycle). Performance measures were revised through 2028.		
--	--	---	--	--

Goal 2: Encourage Expanded Program Opportunities				
Rationale: Perkins V stakeholder discussions indicated that Maine should develop a cohesive CTE vision that includes more alignment between education pathways and labor market needs. Given its statutory role in Career and Technical Education, the State Board should continue its efforts to build robust, high quality, and comprehensive educational offerings that advance career and technical education opportunities.				
Actions: The State Board of Education will continue its efforts to build robust, high quality, and comprehensive career and technical education offerings that meet labor market needs. These efforts should include increased experiences in grades 9-12 CTE program areas (with special emphasis on grades 9-10), exploratory experiences in 9 th & 10 th grades as well as middle school, and the development of extended learning opportunities.				
Outcomes: The expected outcomes of these actions will be ... <ol style="list-style-type: none"> 1. Lead to expansion of exploratory programs designed to increase CTE interest both through life skills development and programmatic pathways. At the 9-10 grade levels the intent of exploratory program education is to develop an awareness of occupational and career alternatives; 2) relate class activities to potential avocation and CTE pursuits; 3) discover and develop individual talents, interests, and aptitudes related to the world of work and become aware of the choices available for education, training, and career opportunities in a manner free of sex bias or stereotyping; 4) apply problem-solving techniques to a variety of technological and societal situations; and 5) apply and reinforce basic academic skills including life management skills in practical situations. 2. Lead to expansion of career exploration and career awareness with a focus on middle school that continues through postsecondary study. 3. Lead to expansion of extended learning opportunities to enrich learning opportunities through validated experiences that take place outside of school such as internships, community service, apprenticeships, and other capstone experiences that focus both on the acquisition of skills and knowledge. 				
Metrics: Success will be measured by the realization of the outcomes listed above.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Collect and analyze alignment of workforce market data and CTE programs of study (Educate Maine). Briggs Grant Award of \$18,500 to Maine	Update collection and analysis of CTE program matrix and workforce needs. MACTE led this work. The Executive Director regularly attended SBE	Update collection and analysis of CTE program matrix and workforce needs. No action undertaken by SBE.	TBD	TBD

<p>Administrators of Career and Technical Education (MACTE) engage a labor market survey to:</p> <ul style="list-style-type: none"> Utilize forecasts and projections to recommend pathways for comprehensive career and technical education offerings that meet high-skill, in-demand labor market needs in Maine. Differentiate trends and needs across geographic regions the State. 	<p>CTE Committee meetings for report outs and to participate in discussions.</p>			
<p>Define the industry skill requirements for current labor market and future workforce.</p> <p>Briggs Grant Award of \$18,500 to MACTE includes research by nationally credentialed expert on Maine labor market forecasts of key needs in high-skill, in-demand labor markets for 2030 and beyond.</p>	<p>Identify a cohort of emergent workforce programs and target their development.</p> <p>Advocate for emergent workforce program development.</p> <p>No SBE activity in this area.</p>	<p>Monitor cohort of emergent workforce programs and their development.</p> <p>Advocate for emergent workforce program development.</p> <p>No SBE activity in this area.</p>	<p>Evaluate 1st cohort of emergent workforce programs.</p> <p>Consider 2nd cohort of emergent workforce programs.</p>	

<p>Collect and analyze data on extended learning opportunities (ELO) programming best practices.</p> <p>No Data</p> <p>Work with stakeholders to study barriers to ELO and potential solutions.</p> <p>The DOE provided a presentation on ELO's at Briggs Sponsored Fall 2022 MACTE Mtg.</p>	<p>Advocate for emergent workforce internship programming.</p> <p>No SBE activity in this area.</p> <p>Explore possibility of collaboration between industry and DOL on internships.</p> <p>No SBE activity in this area.</p> <p>Consider pilot funding of internship programming.</p> <p>Done at the local level - school boards & CTE schools.</p>	<p>Implementation of internship pilot programs.</p> <p>Some CTE schools have internships being offered to students. SBE does not collect data on internships. CTE State Director provides data when requested in CTE Cmte meetings.</p>	<p>Assessment of internship pilot programs.</p> <p>Round 2 of internship pilot programs</p>	TBD
<p>Study recent 9th and 10th program initiatives.</p> <p>See LD 313 Report.</p> <p>Continue support for 9th & 10th grade program development.</p> <p>The LD 313 Report documents enrollment growth of 9th & 10th exploratory programs from 87 students in 2016 to 761 in 2022 (775%) despite the pandemic.</p>	<p>Continue support for 9th & 10th grade program development.</p> <p>More clearly distinguish between exploratory and approved programs in 9th & 10th grade.</p> <p>MACTE leading this work.</p>		<p>TBD</p> <p>SBE will work with MDOE & MACTE to collect data to demonstrate the correlation between those attending 9-10 career exploration programming and entering into the "traditional career clusters" for 11th and 12th graders.</p>	TBD
<p>Continue middle school program initiatives.</p> <p>See also Goal 1, Milestone 7.</p> <p>LD 33 in 131st Legislature</p>	<p>More clearly define the exploratory role of middle school initiatives.</p> <p>See also Goal 1, Milestone 7.</p>	TBD	<p>TBD</p> <p>Advocate & support the continuation of middle school programming,</p>	TBD

calls for extended funding for middle school program.	Testified In Support of LD 33 to expand middle school access to CTE opportunities, 2-9-2023.			
Sponsor statewide CTE workshop on emergent workforce trends. The Briggs-sponsored MACTE Summer Conclave & Fall Meeting featured sessions of workforce trends. A statewide MACTE workshop targeted for Spring 2023 will focus on Briggs-sponsored research.	Sponsor statewide workshop on CTE secondary/postsecondary alignment. No workshop was sponsored by SBE or through grant funds under SBE discretion.		Sponsor statewide workshop on topics TBD.	Sponsor statewide workshop on topics TBD.
Investigate extended learning opportunities best practices. EOL best practices during 2022 were dominated by the \$1.2M DOE RREV EnGiNE program's Communities of Practice.		Sponsor statewide workshop on extended learning opportunities. No workshop was sponsored by SBE or through grant funds under SBE discretion.		

Goal 3: Promote CTE Program Alignment
Rationale: Extensive stakeholder input indicates that a primary focus for Career and Technical Education (CTE) in Maine is the development of flexible and fluid educational opportunities to allow students to have career and/or college options through nonduplicative pathways.
Actions: The State Board of Education will ... <ol style="list-style-type: none"> 1. Encourage and support initiatives for secondary/post-secondary alignment including better alignment and coordination between secondary CTE coursework and programs with college or university credits and programs. 2. Ensure congruence between CTE coursework and district-wide graduation requirements and standards. 3. Develop a cohesive CTE vision that includes more collaboration between education and workforce.

4. Provide a statewide framework for the seamless transition from secondary CTE education into the MCCS.				
Outcomes: The expected outcomes of these actions will be the development of clearly defined career pathways with multiple entry and exit points beginning early in education and continuing into the workforce.				
Metrics: Success will be measured by the realization of the outcome listed above.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Collect and analyze pathway and alignment data (Educate Maine). Educate Maine, "Systemic Barriers Report," July 2022 outlines possible alignment solutions.	No SBE action undertaken.	TBD	TBD	TBD
Extend multi-year MOU on the alignment of secondary and postsecondary CTE programs. Maine Community College System/Maine DOE multi-year agreement extended.	Institute a statewide framework for the awarding of credits from secondary CTE to all MCCS institutions. SBE testified on LD 436 for providing CTE students credit toward high school graduation. MCCS rep. is included on the CTE Cmte. monthly agendas to support collaboration efforts.	Provide system-to-system articulation agreements. "Reports from the Field" is included on the CTE Cmte. monthly agendas for CTE directors to share good practices & participate in discussions. Articulation agreements are supported at many CTE schools.	TBD	TBD
Develop additional mechanisms of alignment between secondary CTE and post-secondary institutions. The Educate Maine Symposium -- Joint SBE and MCCS presentation highlighted innovative Mathematics Pathway	Support and fund pilots for CTE/graduate alignment MCCS rep. included on the CTE Cmte. monthly agendas to support collaboration efforts.	Continue to support and fund pilots for CTE/graduate alignment MCCS rep included on the CTE Cmte. monthly agendas to support collaboration efforts.	Support and fund pilots for CTE/graduate alignment	TBD

Reform to align graduation requirements with the MCCS for CTE students.				
Develop models of congruence between CTE coursework & high school graduation requirements. Perkins V FY2022 and FY2023 Reserve funds combined to offer funding \$983,000 to secondary CTE schools to develop and/or enhance programs to reduce barriers for high school students to attend CTE.	Pilot congruence models of CTE coursework and high school graduation requirements. Reports from the field at SBE CTE Cmte. meetings suggest that having CTE coursework count toward high school graduation requirements is increasingly popular. Local high school course standards are compared with CTE standards to award high school credit.	Assess pilot congruence models. Assessment taking place outside of SBE. Discussion takes place at CTE Cmte. meetings.	TBD	TBD

Goal 4: Reduce Systemic Barriers to CTE – increase access to CTE for all students by reducing systemic barriers such as high school scheduling, transportation, inequities between CTE centers and regions, special population accommodations, and educator credentialing.				
Rationale: Stakeholder input to the SBE and DOE frequently includes discussion regarding impediments to the expansion and effective delivery of CTE programs.				
Actions: The State Board of Education will engage DOE and independent 3 rd party researchers to systematically identify, collect data on, and map out a comprehensive understanding of the systemic barriers to success for CTE students, programs, and employment.				
Outcomes: The expected outcomes of these actions will be ... 1. Develop strategies to overcome identified barriers. 2. Seek collaborative efforts to implement best practices through a statewide CTE plan. 3. Focus statewide attention on the lack of congruence between CTE coursework and district-wide graduation requirements and standards.				
Metrics: Success will be measured by the realization of the outcome listed above.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Collect and analyze systematic barrier data (Educate Maine).	Develop best practice recommendations. Ongoing amongst	TBD Ongoing amongst stakeholders at CTE Cmte.	TBD	TBD

Educate Maine, “Systemic Barriers Report,” delivered to SBE/CTE July 2022.	stakeholders at CTE Cmte. meetings – State Director, MCCS reps, MACTE Director, CTE Directors, & Educate Maine.	meetings – State Director, MCCS reps, MACTE Director, CTE Directors, & Educate Maine.		
Investigate models to create funding equity between centers and regions. See Educate Maine, “Systemic Barriers Report,” July 2022. See also MEPRI, “Essential Programs and Services Career and Technical Education Component Review,” May 2022.	Develop best practice recommendations. No formal action taken by SBE.	TBD No formal action taken by SBE.	TBD	TBD
Investigate models to limit transportation barriers. Results in Educate Maine, “Systemic Barriers Report,” July 2022.	Develop best practice recommendations. Left up to local CTE schools.	TBD	TBD	TBD
Investigate models to limit scheduling barriers. Results in Educate Maine, “Systemic Barriers Report,” July 2022.	Develop best practice recommendations. Successful practices shared at CTE Cmte. meetings. State Director, MACTE Director, CTE Directors, & Educate Maine pass them on to interested parties.	TBD	TBD	TBD
Investigate models to limit special population	Develop best practice recommendations.	TBD	TBD	TBD

barriers. Results in Educate Maine, “Systemic Barriers Report,” July 2022.	Successful practices shared at SBE CTE Cmte. meetings. State Director, MACTE Director, CTE Directors, & Educate Maine pass them on to interested parties.			
---	---	--	--	--

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

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

Actions: The State Board of Education will ...

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

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

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

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

Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
See data collection milestones from Goals 1-4.	Additional data collection & analysis as needed.	TBD	TBD	TBD
Convene activities to promote strategic involvement and planning	Convene activities to promote partnerships and collaborations to address	TBD No special activities took place in 2024. Monthly	TBD	TBD

<p>with CTE stakeholders, educators, educational policy organizations, and industry to promote and support workforce development statewide in the context of LD 313.</p> <p>Statewide panel convened for multiple meetings as part of Educate Maine, “Systemic Barriers Report,” process.</p> <p>Presentation “Promoting Congruence Between CTE Coursework & High School Graduation Requirements” at Educate Maine Symposium</p>	<p>systemic barriers.</p> <p>Convene activities to promote multiple entry and exit points beginning early in education and continuing into the workforce.</p> <p>No special activities took place in 2023. Monthly SBE CTE Cmte. meetings brought together the State Director, MCCS reps, MACTE Director, CTE Directors, Educate Maine, & MELMAC to promote partnerships and collaborations to address systemic barriers identified in the report.</p>	<p>SBE CTE Cmte. meetings brought together the State Director, MCCS reps, MACTE Director, CTE Directors, Educate Maine, & MELMAC to promote partnerships and collaborations to address systemic barriers identified in the report.</p>		
--	--	--	--	--

PRIORITY AREA: Certification & Higher Education
Goal 1: Establish a multi-year plan for the advancement of Chapter 115 with consistent direction, information, and evidence-based decision making.
<p>Rationale: Maine is experiencing a workforce shortage in education. Different pathways to educator certification can expand credentialing without sacrificing the quality of personnel to help students meet the Learning Results standards. Without purpose, access to human expertise and high-quality informational resources, annual changes can undermine previous changes and cause undue confusion in the field.</p>
<p>Actions: The State Board of Education will maintain a continuous dialogue with the Certification and Higher Education team, solicit recommendations on the current trends in educator certification needs, and learn of innovations in educator preparation programs around the country to augment the educator workforce of Maine and to enhance Chapter 115.</p>
<p>Outcomes: The expected outcomes of these actions will be ...</p> <ol style="list-style-type: none"> 1. Fewer barriers for candidates seeking initial certification. 2. Updates to Chapter 114 that better reflect current educator preparation programs. 3. State Board Rules that show ways Chapters 114 and 115 complement each other and strengthen the education professions.
<p>Metrics: Success will be measured by:</p>

1. Major stakeholders having the opportunity to provide input on changes to educator certificates and endorsements. 2. Public hearings held in person and virtually inviting written comments to ensure multiple stakeholders contribute comments. 3. Data collected by the DOE certification office comparing certificates and endorsements issued before and after the update to Chapter 115.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
January 2022 – Provisional Chapter 115 to the Education Committee for a public hearing and work sessions. Completed June 2022 – Final Adoption by the State Board of Education. Completed	Implementation of Chapter 115. LD 485 led to LD 2221 Resolve.	Continued implementation of Chapter 115. Began Resolve to Amend Chapter 115 to be completed by Jan, 2026.	On-going SBE finalizes Chapter 115.	On-going Legislative approval.
Monitor and contribute to publicity on Chapter 115 to ensure stakeholders are informed of changes regarding the credentialing of education personnel. Ongoing	Monitor and contribute to publicity on Chapter 115 to ensure stakeholders are informed of changes regarding the credentialing of education personnel.	Public hearings and input gathering on Chapter 115.		
	Data collected by the DOE to compare number and type of certificates and endorsements issued before and after amendments to Chapter 115.	Data collected by the DOE to compare number and type of certificates and endorsements issued before and after amendments to Chapter 115.		
	Conduct survey in collaboration with MSSA about vacancies that could not be filled.	Review Chapter 115 for potential amendments to better meet workforce needs.	Review Chapter 115 for potential amendments to better meet workforce needs.	Begin APA process for Rulemaking of Chapter 115, should amendments be warranted.

Goal 2: Fully understand the role of educator prep programs in Maine, their impact on Maine students, and update rule Chapter 114 accordingly.

Rationale: 1. Each year Maine education preparatory programs graduate between 400-600 students. It is estimated that 40% of those graduates never apply for Maine certification, while annual Maine initial teacher applications range from 3,400 to 5,700 in recent years. Data are needed for a better understanding to move forward. 2. Proposed Chapter 115 changes allow the DOE certification office to accept community college coursework during transcript analysis. Maine residents with a bachelor's degree can take additional courses necessary to be recommended for full certification.				
Actions: The State Board of Education will ... 1. Investigate why recommended candidates from Maine educator preparatory programs do not apply for certification. 2. Align Chapter 114 to include community college program approvals. 3. Create a process in Chapter 114 to include certification and course approval to institutions that lack degree granting authority (Bachelor's).				
Outcomes: The expected outcomes of these actions will be ... 1. Increase the number of Maine education preparation program candidates, provide meaningful renewal options, and contribute to an increase in a diverse educator workforce through Pathway 2 completers. 2. Chapter 115 will bridge the gap among educator workforce needs, higher education institutions, and student outcomes. 3. Increased recruitment efforts that will contribute to a more diverse educator workforce.				
Metrics: Success will be measured by the realization of the outcomes listed above.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Feedback from the field on Chapter 114 through surveys and focus groups. Begun – not yet completed.	Review Chapter 114 and data gathered to determine what changes need to be made. Not yet begun due to required review of Chapter 115.	Final Adoption of amendments to Chapter 114 by State Board of Education. Not yet begun due to required review of Chapter 115.	Implementation of Rule Chapter 114. Feedback from the field on Chapter 114 through surveys and focus groups.	On-going. Review Chapter 114 and Data gathered to determine what changes need to be made.

Goal 3: Investigate educator shortage factors and work with certification and higher education at the DOE and other key stakeholders to compile practical and impactful solutions.

Rationale: Maine school districts are having a difficult time recruiting, hiring and retaining certified/endorsed educators. Reasons should be explored in order to address the problem.
Actions: The State Board of Education will ... 1. Review current staffing by considering certification violations, waivers, emergency certificates, conditional certificates, and instances

<p>of hiring educators with “new” titles to avoid certification requirements.</p> <p>2. Identify initiatives the DOE and the legislature have enacted to attract new candidates to the applicant pool as well as initiatives designed to retain current educators, including the recruitment of experienced educators who may have left the field.</p> <p>3. Include an understanding of the US DOE educator shortage report, its impact, and implications to the educator landscape in Maine.</p> <p>4. Identify strategies and methods being used by school districts to highlight open positions and explore job matching opportunities with the DOE.</p>				
<p>Outcomes: The expected outcomes of these actions will result in a clear list of strategies to share with the DOE as possible recommendations for action.</p>				
<p>Metrics: Success will be measured by the realization of the outcome listed above.</p>				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Investigate reasons for educator shortages. Gather and examine national data. Focus on evidence-based decision making. Begun – not yet completed.	Provide DOE with recommendations.	Advise DOE on implementing 1-2 high-priority strategies. <i>Educate Maine was funded to develop the Teach Maine Center which will address most of these issues.</i>	Advise DOE on implementing 1-2 additional strategies. <i>Advocate MDOE and Teach Maine Center to analyze data and propose solutions, making sure Professional Standards Board is involved.</i>	Finalize and present Maine DOE with a list of additional strategies for identified solutions.
		Follow up on Action #1 to assess progress and report to the full State Board.	Follow up on Action #1 to assess progress and report to the full State Board.	
		Re-assess the recommendation list and amend as needed.	Re-assess the recommendation list and amend as needed.	

<p>Goal 4: To consider student safety and well-being in the certification/endorsement process.</p>
<p>Rationale: There has been discussion about removing evidence of good moral character for applicants seeking educator certification. Though the Criminal History Records Check exists, recent events in Maine schools raise concerns about the effectiveness of the CHRC in protecting PK-12 students. A better understanding of legal regulations and processes currently in place are necessary when making informed decisions on rules and proposed legislation.</p>
<p>Actions: The State Board of Education will ...</p> <p>1. Understand the role “good moral character” plays in the certification/legal process.</p>

2. Investigate how new applicants are denied certification through background checks and the process current certificate and endorsement holders undergo when there are concerns raised.				
3. Investigate the Model Code of Ethics for Educators provided for states by the National Association of State Directors of Teacher Education and Certification and determine if Maine should adopt a Code of Ethics for educators.				
Outcomes: The expected outcomes of these actions will be ... Public trust that PK-12 students are under the care of educators who demonstrate appropriate verbal, physical, emotional and social boundaries to promote the health, safety, and well-being of all students.				
Metrics: Success will be measured by having more than just a CHRC process in place to hold educators to high ethical standards.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Understand current educator misconduct regulations and processes to determine whether initiatives are needed to better address student safety and well-being. Begun – not yet completed.	Learn from practices in other states that address student safety and well-being in the certification/endorsement process.	Select an initiative that data indicates may be replicated in Maine.	Take steps to bring that initiative to fruition (e.g., Legislative Action).	Implementation of an initiative that establishes principles for ethical best practice and “good moral character” of educators in PK-12 school settings.

Goal 5: To support efforts to better our education system and prioritize the redesigning of schools so that education in 2026 looks different than in 2020.				
Rationale: The Board was asked by Commissioner Pender Makin to share ideas for the use of ARP/ESSER funds to which the Board responded in April 2021. The State Board will continue working with the Commissioner to identify ways to better Maine’s education system into the future.				
Actions: The State Board of Education will monitor the status of the three major areas it recommended to the Commissioner of Education: Infrastructure, transforming student and learning supports, and addressing mental health and promoting social emotional learning.				
Outcomes: The expected outcomes of these actions will be ... PK-16 and adult learner education in 2026 will be different than it was in 2020 before the COVID-19 pandemic.				
Metrics: Success will be measured by the identification of ways that learner education in 2026 is different from 2020 in terms of school setting options, instructional delivery, assessment, and accountability.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Survey practitioners in the field, including	Continue dialogue with practitioners in the	Make recommendations to the Maine DOE on	Identify and analyze ways education has	Finalize comparison of education in Maine

higher education faculty in educator prep programs, about new trends in teaching and student services. Not yet done.	field about new trends in teaching and student services.	<i>avant-garde</i> educator methods and student services that would generate persistence, academic rigor, and increase student engagement in learning. Ensure diversity, equity, and inclusion as part of all Maine DOE initiatives.	changed since 2020 in terms of school setting options, instructional delivery, assessment, and accountability.	from 2020 to 2026 to inform practice.
--	--	--	--	---------------------------------------

PRIORITY AREA: School Construction & Renovations				
Goal 1: By 2026, the Maine State Board of Education will collaborate with the Maine DOE to create a statewide inventory and assessment of PK-12 public school facilities, including CTE Centers and Regions.				
Rationale: To plan for future construction and renovation needs of schools in Maine, MSBE and MDOE need to know and understand the condition of schools throughout the state, including the types of schools, ventilation systems, sprinkler systems, presence of asbestos, and other mitigating factors.				
Actions: The State Board of Education will ... <ol style="list-style-type: none"> 1. Work with the MDOE to identify data to include in a statewide inventory of public schools in Maine and develop a template to ensure consistency of information gathered across all schools. 2. Review data gathered in the statewide inventory and assessment of school facilities. 3. Support MDOE staff or contracted professionals who will visit all PK-12 public schools to verify all information for consistency. 4. Accept the completed inventory by 2026. 				
Outcomes: The expected outcomes of these actions will be ... The MSBE and the MDOE will have accurate data on which to plan and act for school construction and renovation projects.				
Metrics: Success will be measured by the completion and filing of the inventory and assessment by June 2026.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
In 2022, MSBE and MDOE will develop a template to gather facilities data on all PK-12 public schools, including CTE centers and regions.	In 2023, MDOE staff or contracted professionals will visit 1/3 of the PK-12 public schools to verify the baseline of electronic information submitted by	In 2024, MDOE staff or contracted professionals will visit 1/3 of the PK-12 public schools to verify the baseline of electronic information submitted by	In 2025, MDOE staff or contracted professionals will visit 1/3 of the PK-12 public schools to verify the baseline of electronic information submitted by	By June 2026, the statewide inventory and assessment of PK-12 public school facilities in Maine will be completed and accepted by MSBE.

Phase I – DOE received a federal grant to develop a platform or structure to gather data for inventory purposes (not an assessment).	SAUs for the inventory and assessment of their school facilities. MDOE received State funding for a School Facilities Inventory Project. By December 2023, 40% of the School Facilities Inventory Project was complete.	SAUs for the inventory and assessment of their school facilities. School Facilities Inventory was completed June 30, 2024. MDOE contracted with MEPRI to analyze the data and write a report to release to the public.	SAUs for the inventory and assessment of their school facilities. Completed in 2024.	
MSBE and MDOE will advocate for funding to support the gathering of data on the condition of all public schools. Phase II – Need to develop a plan to input and collate data in the inventory. There is no longer an assessment on “the condition” of schools included in the plan. 9-2022 SBE wrote a successful NASBE grant proposal for \$10,000 to facilitate data collection for a statewide inventory, but informed by MDOE we could not accept the grant because we needed to set up a special revenue account that would need legislative approval.	Accomplished by MDOE with State Funding for an inventory, but not an assessment of the condition of the schools.	Inventory only, no assessment.		

Goal 2: The Maine State Board of Education will collaborate with the Maine DOE to amend its rules to require standards for improved air quality and ventilation in Maine's public schools by July 1, 2026.				
Rationale: L.D. 705, which became law on July 15, 2021, requires standards governing air quality and ventilation in all public schools. They are to apply no earlier than July 1, 2022 and no later than July 1, 2026. Chapter 60 governs MSBE action in the siting of new school construction projects that receive state funding. Chapter 61 is a MSBE rule for Major Capital School Construction Projects. Chapter 125 is a joint MSBE and MDOE rule for Basic Approval Standards. This goal will enhance the health, safety, and performance of students and educators in public schools.				
Actions: The State Board of Education will ... <ol style="list-style-type: none"> 1. Open Chapter 60 and Chapter 61 and work with MDOE on Chapter 125 to amend the rules to require standards governing air quality and ventilation for all public schools. 2. Authorize the filing of proposed Chapters 60, 61, and 125 rules and the Administrative Procedures Act forms. 3. Adopt amendments to Chapters 60 and 61 and jointly with MDOE on Chapter 125 to meet the requirements of L.D. 705. 				
Outcomes: The expected outcomes of these actions will be ... Standards governing air quality and ventilation will be required for all of Maine's public schools and applied no later than July 1, 2026, thereby enhancing the health, safety, and performance of students and educators in Maine's public schools.				
Metrics: Success will be measured by the MSBE and MDOE submitting provisionally adopted rules for final adoption to the Joint Standing Committee on Education and Cultural Affairs by January 4, 2022, followed by final adoption by the MSBE. It will also be measured by the number of public schools meeting the standards governing air quality and ventilation by July 1, 2026.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Fall 2021 – Open Chapters 60, 61, and 125 to require standards governing air quality and ventilation for all public schools. Resolve on LD 705, Chapter 114 on July 15, 2021	2022-2023 – Collaborate with MDOE to monitor and support the implementation of air quality and ventilation standards in all public schools. All school construction projects receiving Concept Approval by SBE must meet air quality and ventilation standards.	2023-2024 – Collaborate with MDOE to monitor and support the implementation of air quality and ventilation standards in all public schools. All school construction projects receiving Concept Approval by SBE must meet air quality and ventilation standards.	2024-2025 – Collaborate with MDOE to monitor and support the implementation of air quality and ventilation standards in all public schools.	By July 1, 2026, all Maine public schools will be meeting the standards governing air quality and ventilation.
By January 4, 2022, MSBE and MDOE will present provisionally adopted rules for consideration to the	Provide testimony/ support additional funds to help schools meet the standards.	On-going SBE testified In Support of LD 2181 in 131 st Second Session, Resolve,	On-going	

Education Committee. SBE vote on 12-15-2021 Referred to Ed Committee on 1-24-2022 & Reported Out 4-5-2022	Encouraged use of ESSER or other Federal Funds.	Regarding Legislative Review of Portions of Chapter 61, 2-13-2024. Proposed changes adopted by SBE 5-8-2024. Ch. 61 amendments effective 6-12-2024 included Section 6(2)(I) on <i>Ventilation Requirements.</i>		
Final adoption by MSBE. May 11, 2022				

Goal 3: The Maine State Board of Education will advocate for funding to support Major Capital School Construction projects and the School Revolving Renovation Fund through 2026.				
<p>Rationale: The cost of school construction is increasing dramatically. The ability for MSBE to approve school construction projects is contingent upon Maine's debt limit in statute. The debt limit should be raised as the cost for school construction increases.</p> <p>The School Revolving Renovation Fund should also be increased as repairs to schools become more costly. Schools in Maine are getting older and many do not have the systems to support the health and safety of students and educators working in them.</p>				
<p>Actions: The State Board of Education will advocate by speaking/writing letters to legislators and/or providing testimony to the Education and Cultural Affairs Committee, Appropriations and Financial Affairs Committee, and other interested parties to increase the debt limit for school construction and to increase funding in the School Revolving Renovation Fund.</p>				
<p>Outcomes: The expected outcomes of these actions will be ...</p> <ol style="list-style-type: none"> 1. MSBE will have the capacity to keep its current pace in approving construction projects from the school construction priority list. 2. School districts will have the financial resources to address identified renovation needs through the School Revolving Renovation Fund. 3. Students and educators will work in buildings that support their health, safety, and performance. 				
<p>Metrics: Success will be measured by the number of school projects approved and amount spent for new construction in the next five years and the number of schools and the amount of funding received for renovations through the School Revolving Renovation Fund in comparison to the number of schools and the amount spent for construction and renovations in the last five years.</p>				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Speak or write to legislators/Testify on legislation that impacts school construction, including the debt limit.	Speak or write to legislators/Testify on bills to increase funding for Major Capital School Construction projects.	Speak or write to legislators/Testify in support of bills that would provide additional funding for school buildings and	On-going	On-going

<p>Referred to Legislative Action Committee. Collaborated with MSSA & DOE Aug-Dec to identify needs & plan of action.</p>	<p>SBE testified in support of LD 280 in 131st legislative session for Increasing the Maximum Debt Service Limit, 2-16-2023.</p> <p>SBE testified Neither For Nor Against LD 957 Water Bottle Filling Stations in new and renovated schools, 4-18-2023.</p> <p>SBE testified Neither For Nor Against LD 1415 to Expand Access to School Construction Funding, 5-1-2023.</p>	<p>systems. SBE testified Against LD 2170, An Act to Prioritize School Construction Projects for Schools Affected by Disasters, 2-13-2024.</p> <p>SBE Chair interviewed by Dan Lampariello, Investigative Reporter, WGME/WPFO for article, <i>Old Schools, Broken Systems: Maine's struggle With Aging Classrooms and How to Fix Them</i>, 8-22-2024.</p> <p>SBE Chair serving on the Governor's Commission on School Construction.</p>		
<p>Speak or write to legislators/Testify on increased funding for the School Revolving Renovation Fund. Referred to Legislative Action Committee. \$45M appropriated in July 2021. \$15M targeted for FY 2023 Application Cycle.</p>	<p>On-going Final Priority List for 34 Priority 1 SRRF projects released week of Jan. 23 (2nd wave from the \$45M appropriation).</p> <p>SBE testified in support of LD 193 for SRRF funds, 4-24-2023.</p> <p>SBE testified in support of LD 1185 to Recapitalize the SRRF, 4-26-2023.</p>	<p>On-going SBE Chair interviewed by Dan Lampariello, Investigative Reporter, WGME/WPFO for article, <i>Old Schools, Broken Systems: Maine's struggle With Aging Classrooms and How to Fix Them</i>, 8-22-2024.</p> <p>SBE Chair serving on the Governor's Commission on School Construction.</p>	On-going	On-going
<p>Seek additional funds to support school systems</p>	<p>On-going SBE testified Neither For</p>	<p>On-going SBE Chair interviewed by</p>	On-going	On-going

<p>working toward an Integrated, Consolidated 9-16 Educational Facility. Referred to Legislative Action Committee. Continue to support the #3 Priority SAUs on the Approved Projects List.</p>	<p>Nor Against LD 1415 to Expand Access to School Construction Funding, 5-1-2023.</p>	<p>Dan Lampariello, Investigative Reporter, WGME/WPFO for article, <i>Old Schools, Broken Systems: Maine's struggle With Aging Classrooms and How to Fix Them</i>, 8-22-2024.</p> <p>SBE Chair serving on the Governor's Commission on School Construction.</p>		
<p>Speak or write to legislators/Testify in support of additional funding to increase CTE physical space and equipment. RFA 202204049,- \$15,140,000 ARP State Fiscal Recovery Funds – CTE Infrastructure.</p> <p>Allocated in the Governor's Bill LD 1733 on State Fiscal Recovery Funds for improving and/or expanding space.</p> <p>RFA 202203042 - \$4.5M</p> <p>ARP State Fiscal Recovery Funds – CTE Personnel, Infrastructure and Equipment.</p>	<p>On-going CTE Committee Chair testified Neither for Nor Against LD 1158 on Workforce Development through CTE by establishing an adjustment in the School Funding Formula, 4-12-2023.</p>	<p>On-going SBE testified In Support of LD 2181 regarding legislative review of portions of Chapter 61, 2-13-2024. Proposed changes adopted by SBE 5-8-2024. Ch. 61 amendments effective 6-12-2024. Section 10 (4.A) makes possible additional moveable equipment costs for CTE.</p>	<p>On-going</p>	<p>On-going</p>

Allocated in the Governor's Bill LD 1733 on State Fiscal Recovery Funds for equipment, expansion of innovative CTE programs, or personnel infrastructure (teachers & paraprofessionals).				
--	--	--	--	--

Goal 4: The Maine State Board of Education will establish a new rating cycle for the Major Capital School Construction Program by the spring of 2026.				
Rationale: Periodically, the MDOE and MSBE identify the needs for school construction projects in Maine. Previous rating cycles were released for 2010-2011 and for 2017-2018. The process should be repeated for a new release in 2025-2026 to replace schools where the cost of replacing outdated systems, upgrading life and safety deficiencies, and accommodating program expansions within existing PreK-12 schools far exceeds the cost of building a new facility.				
Actions: The State Board of Education will ... 1. Determine if changes in rule Chapter 61 and the project rating system are needed and if so, go through the state rulemaking process to make the changes. 2. Approve the final priority lists for 2025-2026 and subsequently approve projects for construction based on a rating of the overall needs of the evaluated school facilities as defined in Chapter 61, Rules for Major Capital School Construction Projects.				
Outcomes: The expected outcomes of these actions will be ... As the result of establishing a new rating cycle for school construction projects, a 2025-2026 Rating Cycle, Major Capital School Construction Program Priority List, and an Integrated, Consolidated 9-16 Educational Facility Priority List will be released by the spring of 2026. New schools will be constructed to provide health and safety upgrades, updated and efficiently operating building systems, and adequate space for program changes where the need is greatest.				
Metrics: Success will be measured by the release of a 2025-2026 Rating Cycle, Major Capital School Construction Program Priority List and an Integrated, Consolidated 9-16 Educational Facility Priority List approved by MSBE by the spring of 2026.				
Year 1 Milestones	Year 2 Milestones	Year 3 Milestones	Year 4 Milestones	Year 5 Milestones
2022	2023	2024	2025	2026
Continue to approve school construction projects from the 2017-2018 Rating Cycle Priority List and final site, concept, design & funding, and final funding approval	Review Chapter 61 to determine if changes should be made and if so, proceed to make those changes through the Maine Administrative	Initiate the process for a new round of state supported school construction projects. Announce construction applications and timeline.	SAUs submit applications. MDOE Facilities Team does ratings and on-site work. Site visits completed xx.	MDOE Facilities Team finalizes ratings and on-site work. Construction Committee will weigh in to make a recommendation to

<p>of all school construction projects.</p> <p>Additions to Approved Projects List: #6 Agnes Gray School & #7 Oxford Hills Middle School in RSU 17 on 9-14-2023</p> <p>Site approval: RSU 49 on 6-15-2022</p> <p>Concept approval: RSU 10 on 4-13-2022 RSU 54 on 5-11-2022 RSU 49 on 9-14-2023</p> <p>2023 Additions to Approved Projects List: #8 Manson Park School in RSU 53 & #9 Lillian Parks Hussey School in Augusta on 12-13-2023 (last 2 schools approved in 2017-18 cycle)</p> <p>Site approval: RSU 14 on 7-12-2023</p> <p>Concept approval: RSU 14 on 9-13-2023 Auburn School Dept. on 3-8-2023 (revised)</p> <p>Design & Funding Approval: RSU 54 on 4-12-2023</p>	<p>Procedures Act. Review of Ch. 61 by School Construction Cmte. at meetings held 1-27-2023, 2-24-2023, 3-31-2023, 4-28-2023, 5-26-2023, 6-30-2023, 8-25-2023, 9-21-2023 and 10-31-2023.</p> <p>SBE engaged in Rulemaking. Public Comment held 11-1-2023 to 12-1-2023. Public Hearing held 11-21-2023.</p> <p>SBE motion adopted for Modification to Moveable Equipment Budget Requirements, 4-12-2023.</p> <p>SBE motion adopted for revisions to Chapter 61 be initiated for the new rating cycle of MCSC Program, 7-12-2023.</p> <p>SBE testified Against LD 2170 on School Construction Projects for Schools Affected by Disasters, 2-13-2023.</p>	<p>SBE testified In Support of LD 2181 Resolve, Regarding Legislative Review of Portions of Ch. 61, 2-13-2024.</p> <p>Amendments to Ch. 61 became law 6-12-2024.</p> <p>MCSC Funding Opportunity announced in Maine DOE Priority Notice 1-24-2024 for new 2024-2025 rating cycle. Deadline for applications 8-30-2024. >90 applications received. Site visits began Sept. 2024. Anticipate completion in early 2025.</p>	<p>Rating Process xxx.</p> <p>Note: Project #3, MSAD 46/AOS 94, RSU 80/MSAD 4, RSU 41/MSAD 41, RSU 82/MSAD 12, Greenville Public Schools, Tri-County Technical Center removed from Integrated, Consolidated 9-16 Educational Facility Approved Projects List, thus ending the 2017-18 Rating Cycle, 1-8-2025.</p>	<p>MSBE. Approve the 2025-2026 Major Capital School Construction Proposed Priority List.</p>
---	---	--	---	---

Auburn School Dept. on 6-14-2023 (revised) RSU 10 on 9-13-2023 RSU 49 on 11-8-2023				
Work with the MDOE Facilities Team to strategize on ways to make the most efficient use of state resources in school construction. Workshop agenda: 8-26-2022 & at regular meetings of the committee.	Strategize on ways to make the most efficient use of state resources in school construction, to include a new proposal for an Integrated, Consolidated 9-16 Educational Facility Rating Cycle. SBE motion adopted for moving forward the timeline, by at least 6 months, for establishing a new rating cycle for the MCSC Program, 7-12-2023.	Finalize proposal for an Integrated, Consolidated 9-16 Educational Facility Rating Cycle. Announce construction applications and timeline. MCSC Funding Opportunity announced by MDOE for Integrated, Consolidated 9-16 Educational Facility on 3-20-2024 for new 2024-2025 rating cycle. Deadline for applications 6-30-2025.	MDOE Facilities Team receives and rates applications. Deadline for applications 6-30-2025. XX Applications received. Site visits July 2024-xx. Rating process completed xx 2025.	Complete ratings and on-site work. Construction Committee will weigh in to make a recommendation to MSBE. Approve the 2025-2026 Integrated, Consolidated 9-16 Educational Facility Proposed Priority List.

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

Updated February 7, 2023

Updated January 15, 2025