



STATE BOARD OF EDUCATION  
23 STATE HOUSE STATION  
AUGUSTA, ME 04333-0023  
TEL: (207) 624-6616

March 17, 2020

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

Dear Mr. Haigh:

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

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

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

Please feel free to contact me for any additional information. My email address is [wghess@pivot.net](mailto:wghess@pivot.net).

Sincerely,

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

Wilson G. Hess, Chair  
State Board of Education

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

Name: Dwight A. Littlefield

Position: Maine State Director for CTE

Telephone: (207) 624-6721

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



Janet T. Mills  
GOVERNOR

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

March 16, 2020

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

Dear Chair Hess:

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

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

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

Sincerely,

Janet T. Mills  
Governor



PRINTED ON RECYCLED PAPER

**The Maine  
Perkins V State Plan**

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



**State Plan July 1, 2020 to June 30, 2023**

**U.S. Department of Education**  
**Office of Career, Technical, and Adult Education**  
**Strengthening Career and Technical Education for the 21st Century Act (Perkins V) State Plan**

**COVER PAGE**

A. State Name: Maine

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

C. Person at, or officially designated by, the eligible agency, identified in Item B above, who is responsible for answering questions regarding this plan. This is also the person designated as the “authorized representative” for the agency.

1. Name: Dwight A. Littlefield

2. Official Position Title: State Director for CTE

3. Agency: Maine State Board of Education

4. Telephone: ( 207 ) 624-6721      6. Email: Dwight.a.littlefield@Maine.gov

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

Check here if this individual is the same person identified in Item C above and then proceed to Item E below.

1. Name: \_\_\_\_\_

2. Official Position Title: \_\_\_\_\_

3. Agency: \_\_\_\_\_

4. Telephone: ( \_\_\_\_\_ ) \_\_\_\_\_      5. Email: \_\_\_\_\_

E. Type of Perkins V State Plan Submission - FY 2019 (*Check one*):

■ 1-Year Transition Plan (FY2019 only) – *if an eligible agency selects this option, it will then complete Items G and J*

■ State Plan (FY 2019-23) – *if an eligible agency selects this option, it will then complete Items G, I, and J*

F. Type of Perkins V State Plan Submission - *Subsequent Years (Check one)*:<sup>4</sup>

- 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)*:<sup>5</sup>

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

I. Governor’s Joint Signatory Authority of the Perkins V State Plan (*Fill in text box and then check one box below*):<sup>6</sup>

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

<b>Authorized Representative Identified in Item C Above (Printed Name)</b>	Telephone:
<b>Dwight A. Littlefield, Maine State Director for CTE</b>	207-624-6721
<b>Signature of Authorized Representative</b>	Date:

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## Glossary of Terms

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

<b>Career Cluster *</b>	A grouping of occupations and broad industries based on commonalities.
<b>Career Pathway (WIOA) *</b>	The term ‘career pathway’ means a combination of rigorous and high-quality education, training, and other services that- (A) aligns with the skill needs of industries in the economy of the State or regional economy involved; (B) prepares an individual to be successful in any of a full range of secondary or postsecondary education options, including apprenticeships; (C) includes counseling to support an individual in achieving the individual's education and career goals; (D) includes, as appropriate, education offered concurrently with and in the same context as workforce preparation activities and training for a specific occupation or occupational cluster; (E) organizes education, training, and other services to meet the particular needs of an individual in a manner that accelerates the educational and career advancement of the individual to the extent practicable; (F) enables an individual to attain a secondary school diploma or its recognized equivalent, and at least 1 recognized postsecondary credential; and (G) helps an individual enter or advance within a specific occupation or occupational cluster.
<b>CLNA *</b>	Comprehensive Local Needs Assessment
<b>Concentrator for Postsecondary *</b>	A postsecondary CTE Concentrator is a student who has – (i) earned at least 12 credits within a single career and technical program or program of study comprised of 12 or more academic and technical credits that terminates in the award of an industry-recognized credential, including certificates and degrees; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
<b>Concentrator for Secondary</b>	A Secondary CTE Concentrator is a student who has attended an approved secondary CTE program for one full school year. In Maine an approved secondary CTE program is required to have 350 hours of instructional time per academic year. This time requirement is the equivalent to a 3-course program that consists of 3 periods per day, 5 day a week for 175 school day.
<b>CSR</b>	Comprehensive School Review
<b>CTE</b>	Career and Technical Education – a sequence of courses that provide academic content and technical knowledge and skill; applied learning; coordination between

	secondary and postsecondary education; and at the secondary level may include career exploration.
<b>CTE Participant *</b>	The term ‘CTE participant’ means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.
<b>CTSO *</b>	Career and Technical Student Organization
<b>Dual or Concurrent Enrollment *</b>	The term “dual or concurrent enrollment program” means a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student who has not graduated from high school with a regular high school diploma is able to enroll in one or more postsecondary courses and earn postsecondary credit that— (A) is transferable to the institutions of higher education in the partnership; and (B) applies toward completion of a degree or recognized educational credential as described in the Higher Education Act of 1965 (20 U.S.C. 1001 et seq.).
<b>EL *</b>	English Learners
<b>Eligible Agency *</b>	The term “eligible agency” means a State board designated or created consistent with State law as the sole State agency responsible for the administration of career and technical education in the State or for the supervision of the administration of career and technical education in the State. (in Maine the State Board of Education)
<b>Eligible Institution</b>	Public higher education that provides CTE at the postsecondary level (in Maine the MCCS)
<b>Eligible Recipient</b>	A LEA that provides CTE at the secondary level (in Maine the 27 secondary CTE centers and regions)
<b>ESEA</b>	Elementary and Secondary Education Act
<b>ESSA</b>	Every Student Succeeds Act
<b>HEA</b>	Higher Education Act
<b>IDEA</b>	Individuals with Disabilities Education Act
<b>IEP</b>	Individual Education Plan
<b>LEA *</b>	Local Education Agency
<b>MACTE</b>	Maine Administrators of Career and Technical Education
<b>MCCS</b>	Maine Community College System
<b>MDOC</b>	Maine Department of Corrections
<b>MDOE</b>	Maine Department of Education
<b>MDOL</b>	Maine Department of Labor



<b>MOA</b>	Methods of Administration - The purpose of the MOA program is to ensure that all students, regardless of race, color, national origin, sex, or disability, have equal access to high-quality career and technical education programs.
<b>MOU</b>	Memorandum of Understanding
<b>NEASC</b>	New England Association of Schools and Colleges
<b>NECHE</b>	New England Commission of Higher Education
<b>OCTAE</b>	Office of Career and Technical and Adult Education (Federal USDOE)
<b>OIT</b>	Office of Information Technology
<b>PCAIS</b>	Performance Accountability and Customer Information Agency
<b>Program of Study *</b>	The term ‘program of study’ means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that— (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of ESEA; (B) addresses both academic and technical knowledge and skills, including employability skills; (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area; (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction); (E) has multiple entry and exit points that incorporate credentialing; and (F) culminates in the attainment of a recognized postsecondary credential.
<b>SBE</b>	State Board of Education
<b>SDPL *</b>	State Determined Performance Levels
<b>Special Population *</b>	The term “special populations” means— (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) English learners; (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); (H) youth who are in, or have aged out of, the foster care system; and (I) youth with a parent who— (i) is a member of the armed forces and (ii) is on active duty.
<b>SUIA</b>	State Unemployment Insurance Agency
<b>SWB</b>	State Workforce Board

<b>SWIS</b>	State Wage Interchange System
<b>TANF</b>	Temporary Assistance for Needy Families
<b>USDOE</b>	United States Department of Education
<b>WIOA</b>	Workforce Innovation and Opportunity Act
<b>Work-based Learning *</b>	The term 'work-based learning' means sustained interactions with industry or community professionals in real workplace settings, to the extent practicable, or simulated environments at an educational institution that foster in-depth, first-hand engagement with the tasks required of a given career field, that are aligned to curriculum and instruction.

## II. NARRATIVE DESCRIPTIONS

### Introduction

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

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

Associated Maine Legislation

[P.L.2017, Chapter 171](#) – To Enable Earlier Introduction of Career and Technical Education in Maine Schools

[P.L. 2019, Chapter 202](#) - An Act To Maintain High School Diploma Standards by Repealing Proficiency-based Diploma Standards

[P.L. 2017, Chapter 420](#) - An Act To Amend Career and Technical Education Statutes (satellite programs and funding)

[P.L. 2017, Chapter 446](#) An Act To Establish the Total Cost of Education and the State and Local Contributions to Education for Fiscal Year 2018-19 and To Provide That Employees of School Management and Leadership Centers Are Eligible To Participate in the Maine Public Employees Retirement System (provided targeted State funds for CTE)

[P.L. 2017, Chapter 465](#) - An Act To Authorize a General Fund Bond Issue To Build Maine's Workforce Development Capacity by Modernizing and Improving the Facilities and Infrastructure of Maine's Public Universities and Community Colleges

[P.L. 2017, Chapter 466](#) - An Act To Ensure the Successful Implementation of Proficiency-based Diplomas (allowing secondary schools the option of a proficiency- based diploma at the discretion of local authority and requiring multiple pathways to high school graduation.)

[Title 20-A, Chapter 207-A](#) – High School Diploma Standards

[Title 20-A, Chapter 208-A](#) – Postsecondary Enrollment for Secondary Students

[Title 20-A, Chapter 229](#) – Dual Enrollment Career and Technical Education Programs

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

[Rule Chapter for the Department of Education:](#)

Chapter 231 - Vocational Program and Funding Procedure

Chapter 232 – Standard Criteria for Maine Secondary Vocational Programs

Chapter 236 - Program Evaluation Requirements

Chapter 237 – Live or Outside Work

[Title 20-A, Chapter 431](#) – Maine Community College System

[Title 26, Chapter 25](#) – Workforce Investment

### **Maine Secondary CTE System**

Maine’s high schools provide a range of pathways into the high skills workforce through a number of top quality CTE program offerings. Every high school student from in the State has the opportunity to access CTE programs. Maine currently provides CTE through a network of 27 secondary CTE schools, which include 19 CTE centers, overseen by a School Administrative Unit (SAU), and 8 CTE regions, overseen by an Administrative Board. CTE provides a meaningful context for learning as CTE students

apply both technical and academic theories through real-world applications. Hands on technical skills are combined with applications of the required academics to allow students to reach high levels of achievement across all areas of educational content.

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

- requiring national skill standards in secondary CTE programs where appropriate;
- emphasizing academic integration in CTE technical skill standards through linking skills standards to the academic Maine Learning Results when a natural cross-curricula occurs;
- continuing development of seamless pathways from Maine's secondary CTE programs to community college and university programs;
- supporting professional development of CTE professionals;
- promoting nontraditional education in CTE programs;
- ensuring that special student populations are served;
- developing middle school CTE exploratory programs;
- promoting more CTE opportunities for all high school students; and
- promoting placement opportunities within the career pathways to include advanced training, military service, or a service program such as the Peace Corps.

### **Maine Community College System (MCCS)**

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

The MCCS 7 locally controlled community colleges offer a diverse mix of program options designed to lead to immediate employment or continued education. Program offerings include over 300 degree and certificate options in health care, computer science and technology, environmental sciences,

automotive technology, construction, early childhood education, electricity and electronics, graphic arts/printing, hospitality, pulp and paper, business and financial services, biotechnology, metals manufacturing, marine occupations and many others. The colleges of the MCCS are accredited through the New England Commission of Higher Education (NECHE). Each program offered by the MCCS must meet the rigorous NECHE standards which include both academic and technical courses in order to produce a well-educated and highly-skilled Maine citizen. The colleges work together as a system but are diverse in nature to meet the varied needs of the local communities they serve.

**A. Plan Development and Consultation**

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

Perkins V Timeline	
Date	Event
July 31, 2018	Perkins V signed into law
December 19, 2018	Introductory Statewide Stakeholder Meeting
February 1, 2019	Stakeholder Survey (replaced cancelled meeting)
February 8, 2019	Stakeholder Meeting (cancelled due to weather)
April 23, 2019	Regional Stakeholder Meetings - Bangor
April 24, 2019	Regional Stakeholder Meetings - Westbrook)
April 25, 2019	Regional Stakeholder Meetings - Augusta
May 1, 2019	Regional Stakeholder Meeting - Caribou
May 7, 2019	Draft Transition Plan submitted to Governor
May 15, 2019	Transition State Plan approved by State Board of Education
May 15, 2019	State Board approved Final Transition Plan submitted to the Governor
May 24, 2019	Transition State Plan submitted to OCTAE
June 19, 2019	Statewide Stakeholder Meeting
July 1, 2019	Write 4-Year State Plan draft
September 1, 2019	Accountability Report finalization
September 30, 2019	Accountability Measures

October 7, 2019	60-day Comment Period for Accountability - posted on site
November 1, 2019	Schedule Full Stakeholder meeting to review draft plan
December 19, 2019	Submit final draft to CTE Committee
December 19, 2019	30-day Comment Period for final draft State Plan - posted on site
December 19, 2019	Notice of Public Hearing
January 8, 2020	Public Hearing - 103 A and B
January 23, 2020	Final State Plan to CTE Committee State Board of Education
February 12, 2020	State Board of Education State Plan Approval
March 1, 2020	Submit State Board Approved State Plan to Governor
April 1, 2020	Submit 4-year State Plan to OCTAE

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

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

The statewide Stakeholder group for Perkins V was formed by the Maine State Director for CTE and was vetted through the Maine Department of Education as well as the State Board of Education. Invitations for meetings, email correspondence, and web-based surveys were sent through the CTE office. The group included representatives from the Maine State Board of Education, middle school education, secondary education, postsecondary education, adult education, charter schools, guidance, business and industry, Maine Department of Labor, labor associations, and members of the public. Feedback from all Stakeholder groups is available to the public via the Maine DOE – CTE website



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

In addition to the special population representatives on the statewide Perkins V State Plan collaboration emails, the local CTE secondary schools and the Community Colleges invited local representatives to the regional meetings and at the State level the MDOE CTE Equity Coordinator sent the communication below to invite representatives of special and underserved populations including, public school systems; MDOE Special Services team; Indian Tribal organization; Maine Department of Health and Human Services Child and Family Services; Bondeko, an organization that helps immigrants train for skilled jobs; New Ventures Maine, a group that works to train Mainers for a career; and leaders of immigrant communities to our regional. Stakeholder meetings. Email attachments included the Perkins V State Plan requirements, ‘What is Perkins’, and an agenda for the upcoming meetings. Representation of these specific groups did not come to fruition, but they continue to be informed of the Perkins V State Plan and encouraged to provide feedback via alternative venues such as email, surveys, and public comment.

*Good Morning,*

*I wanted to invite you to participate in upcoming regional conversations pertaining to the future of Career and Technical Education (CTE) statewide. The Maine Department of Education is moving forward with the development of Maine’s Perkins V State Plan and we do so with the intention of ensuring ALL students, middle school through post-secondary, receive access to career development opportunities suited to their unique interests, skills and future goals. Perkins V emphasizes the importance of equity and access for students who are historically underserved and underrepresented in local and national Career and Technical Education (CTE) settings. As such, it is our goal to ensure representatives of targeted groups are provided an*

*opportunity to have a voice during the development of our goals, vision and the plan of action for our CTE community statewide. Attached to this email you will find three documents that will help better contextualize the upcoming conversations. We invite you, and any representatives you deem appropriate, to join us during the regional stakeholder meeting(s). In addition, if you are aware of individuals joining in which English is not their primary language or who have a hearing impairment, I want to be certain we have interpreters available, so they can fully participate in the discussion. Please let me know should an interpreter be required by Friday 4/19, so I can prepare appropriately. The times and location of the regional meetings are below. Feel free to reach out with questions or concerns should they arise.*

*Targeted Populations (as identified in Perkins V)*

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

*Regional Stakeholder Meetings:*

*Tuesday April 23, 2019*

*United Technology Center; Bangor, Maine*

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

*Wednesday April 24, 2019*

*Westbrook Regional Vocational Center; Westbrook, Maine*

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

*Thursday April 25, 2019*

*Capital Area Technical Center; Augusta, Maine*

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

*Wednesday May 1, 2019*

*Caribou High School; Caribou, Maine*

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

*Thank you!*

*Danielle Despins*

*School Review and Equity Coordinator*

*Maine Department of Education- Career and Technical Education*

*23 State House Station*

*Augusta ME 04333-0023*

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

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

See Appendix A Stakeholders

See Appendix B Stakeholder Input

See Appendix C Timeline Calendar

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

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

***eligible agency must provide a copy of such objections and a description of its response in the final plan submitted to the Secretary. (Section 122(e)(2) of Perkins V)***

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

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

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

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

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

areas of concern gathered through this public input. This comment appears to go beyond the scope of the Perkins V State Plan process. The Maine Department of Education is always accessible via multiple forms of communication.

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

(See Appendix P for State Plan Public Survey Comment Documentation)

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

David W. Keaton Director

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

As stakeholders indicated that career/educational pathways were the main need for Perkins

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

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

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

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

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

George Dykstra, Education Director, Maine Automobile Dealers Association

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

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

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

Wilson Hess, Chairman of the State Board of Education

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

(See Appendix Q for State Plan Public Hearing Comment Documentation)



## **B. Program Administration and Implementation**

### **1. *State's Vision for Education and Workforce Development***

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

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

#### **Secondary CTE:**

Maine Administrators of Career and Technical Education Mission: The mission of secondary CTE in Maine is to ensure that students acquire academic, career and industry-recognized technical skills that will prepare them for successful and accelerated entry into the workforce and post-secondary education.

#### **Maine Department of Education:**

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

National / State Standards: Title 20-A, Chapter 313 §8306-B - An approved career and technical education program must be designed to enable a student to meet industry standards applicable to the

[program.](#)

These standards are a set of guidelines that align our CTE programs across the state. Industry standards ensure Maine’s CTE students are gaining relevant, career-oriented knowledge that will fully prepare them for their chosen careers.

- Prepared students - Students feel confident knowing they are learning relevant skills that will carry over into their jobs.
- Engaged employers - Employers know that CTE students are fully prepared to excel at their jobs as soon as they graduate.
- Measurable results - Each CTE school can measure its success against a common set of guidelines.

Department approved program standards change over time for several reasons. As new instructors are employed, their pedagogy may favor one technical standard over another. Programs may receive local support in the form of specialized equipment which can also influence the technical standards to be taught.

The technical organizations and associations will periodically update and adjust their standards as their industry needs evolve. When new versions are released, the associated programs will be given time to adjust as needed to meet the current variances.

The MDOE-CTE team will periodically evaluate each technical standards and related assessment to determine if selected approved offerings are addressing the current student cohort's needs.

### **Postsecondary CTE:**

#### **Maine Community College System**

[Workforce Training](#): Short-term training for good jobs in Maine

Our short-term training programs match Mainers looking for work with specific employer-required training – whether completing an OSHA safety course before joining a construction company or learning to take a patient’s vital signs before working at a hospital.

Programs are designed to lead directly work following initial training.

We offer short-term training in industries across the state, including:

- Information technology
- Construction
- Health care

- Management and leadership training
- Lean training
- Welding
- Logging
- Hospitality
- Commercial driving
- Software development
- Manufacturing

[Quality Centers](#): The Maine Quality Centers program offers workforce training grants to Maine employers interested in providing training for new or current employees.

[Put ME to Work Program](#): Funded by the Maine Legislature, the program helps pay for the cost of training partnerships between Maine businesses, or industry associations, and a Maine Community College to develop or strengthen programs that support in-demand and high-wage occupations and/or occupations in transition due to changes in work practices or technology.

## **Maine Department of Labor**

### Career Development and Training

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

Registered Apprenticeship: Allows workers to learn new skills through on-the-job training and related classroom instruction.

- Competitive Skills Scholarship: Provides workers with a grant to help them earn a degree or certificate in certain education or training programs. This program has been expanded to allow CTE secondary students to apply for assistance for dual enrollment credits.

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

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

### **Governor's Initiatives**

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

To that end the Governor formed a **Strategic Planning Task Force** within the Maine Department of Economic and Community Development to create a formal ten-year economic development plan for the State of Maine. Her **Vision Statement for the Strategic Plan** reads: *By 2030, Maine will be known as a national leader for its forward-looking work in creating a diverse and sustainable economy. We will empower innovators and entrepreneurs, attract young families and new businesses, and revitalize rural Maine so that every person will know unequivocally that living in Maine means not only an unmatched quality of life, but an unmatched opportunity for good-paying jobs in innovative industries across the entire state.*

### **Maine State Board of Education Strategic Vision for Education in Maine (2016-2021) –**

#### **Goal #1 – Strengthen CTE**

The Board sets as its goal to strengthen and enhance the delivery of Career and Technical Education programs in the State of Maine.

- Direct a greater portion of CTE funds towards instruction & instructionally related services

- Increase experiences in grade 9-12 CTE program areas, with special emphasis on grade 9-10 by June 2023
- Introduce and support CTE exploration programs for middle school level students
- Better align and support secondary and post-secondary CTE offerings and programs

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

#### **Vision:**

The people of Maine are lifelong learners served by an innovative, equitable, and learner-centered public education system that supports students – early childhood throughout adulthood - in achieving healthy, successful, and fulfilling lives that allow them to shape the future.

#### **Mission:**

To promote the best learning opportunities for all Maine students by providing information, guidance, and support to our schools, educators, and leaders and by providing adequate and equitable school funding and resources.

#### **Strategic Priorities:**

- Inspire TRUST in our organization and in our public education system
- Develop, support, and sustain a robust EDUCATOR WORKFORCE
- Promote EDUCATIONAL EXCELLENCE and EQUITY for all Maine learners
- Ensure STUDENT and SCHOOL SAFETY, HEALTH, and WELLBEING
- Support a CULTURE of INNOVATION and CONTINUOUS IMPROVEMENT led by the experts in the field

### **Maine Community College System’s Board of Trustees**

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.

### **Maine Department of Labor**

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

- Helping employers recruit and train a talented workforce;
- Providing workers with the skills they need to be competitive in the economy;

- Assisting individuals when jobs are lost;
- Aiding people with disabilities reach career goals;
- Ensuring safe and fair workplaces for people on the job; and,
- Providing research and analysis of employment data to support job growth

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

The stakeholder discussions indicated that more communication and collaboration are needed between CTE and the workforce. MDOE will continue working closely with higher education and MDOL to ensure Maine citizens receive the training they need to enter the workforce. One of the key areas of focus is to develop educational and career pathways for all students. Toward this effort, Maine [legislation](#) has reflected a collaborative effort between secondary CTE and area middle schools to utilize pilot programs to determine best practices in providing CTE opportunities to middle school level students. Maine is finalizing the [middle school](#) standards for these CTE programs.

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

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

- Sparking interest in CTE through promotion of career pathways which identify the CTE to workforce connections;

- Providing in the field professional development opportunities for academic teachers, CTE teachers and education administrators;
- Increasing apprenticeship opportunities;
- Changing the ‘college or bust’ mentality by
  - providing scholarships for trade certifications;
  - providing opportunities for all students to visit industry and experience the varied career pathways
  - working with sending high schools to recognize CTE student successes; and
  - promoting CTE as a pathway to both college and the workforce..... it isn’t one or the other.
- Providing a school/business liaison to work with schools and business to validate the advantage of CTE;
- Providing in business mentorships for teachers to keep them focused on preparing students for careers;
- Exploring changes to the delivery of CTE education at the state and local levels;
- Inviting sending schools and parents to CTE career fairs and consider combining student and adult career fairs;
- Providing high school students with the opportunity for a four-year CTE graduation pathway;
- Keeping students at the forefront... building decisions around what is best for kids.

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

- Greater use of Maine’s Adult Education system to provide opportunity for students to meet academic requirements outside of the typical school day.
- Greater use of Maine CTE infrastructure to train adult learners allowing them to enter the workforce more quickly and efficiently.
- Continued partnership with MCCA in developing Math Pathways to ensure students receive math courses relevant to their academic and career pathway.
- Combined efforts with business and industry, trade organizations, adult education, and postsecondary education to market CTE.
- Work with the private sector to provide students with more opportunities around work-readiness, entrepreneurship, and financial literacy.
- Increased awareness at the state, regional, and local levels of the workforce needs through

regional collaboration utilizing current structures such as the Maine WIOA hubs.

- Define the industry skill requirements for current and future workforce.
- Expanded CTE Exploratory programs - An Exploratory Program allows a student to gain experiences in at least 4 approved programs at the CTE School prior to making career or CTE choices. Several CTE's have elected to add an Exploratory Program to increase CTE interest at the 9-10 grade levels. The intent of Exploratory Program education is to provide opportunity for the student to:
  - learn basic safety and health practices for everyday living;
  - develop an awareness of occupational and career alternatives;
  - relate class activities to potential avocation and CTE pursuits;
  - discover and develop individual talents, interests, and aptitudes related to the world of work and become aware of the choices available for education, training, and career opportunities in a manner free of sex bias or stereotyping;
  - apply problem-solving techniques to a variety of technological and societal situations, and
  - apply and reinforce basic academic skills including Life management skills in practical situations.

To assist in the facilitation of joint planning, alignment, coordination, and leveraging of funds, the State Director for CTE in Maine participates in a new pathways committee that has been recently formed to examine how students can take advantage of multiple learning opportunities throughout high school. Other members of this committee include Adult Education, Secondary Education, Higher Education and the Chief Innovation Officer for the MDOE. This group will be focusing primarily on “big picture” thinking that could lead to more direct implementation.

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



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

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

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

The new Middle school CTE initiative was established and supported by legislation in 2018. The research indicated that there were some existing Middle school CTE activities underway around Maine as well as in other states. The middle school consultant has been traveling statewide to identify currently employed practices and to determine elements that should be incorporated into the statewide Middle school CTE standards. The draft standards were developed in collaboration with CTE directors, student services councilors, guidance and middle school teachers and administrators. The state has provided the field with several grant opportunities to help them establish their middle school pilots. The middle school CTE consultant is administering this funding as well as working with locals to maximize their current funding options. The state will continue to develop the middle school initiative based on the outcomes and lessons learned from the MS pilots. This information will guide the rewriting of the CTE rules pertaining to middle school CTE.

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

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

Nontraditional programming support increases awareness of nontraditional programs, recruiting students into nontraditional programs, and supporting nontraditional students through program completion. A contract with New Ventures Maine provides opportunities for students to have hands-on discovery of the nontraditional trade programs. The mission of New Ventures Maine is to help Maine people succeed in the changing economy and achieve economic security for themselves and their families. Perkins funds are used to provide assistance for the group to deliver seven Totally Trades conferences for eighth grade to high school girls across Maine. New Ventures Maine works in collaboration with education and workforce. In addition, a portion of the funding supports the MDOE CTE Special Populations Consultant who ensures that all CTE students are supported in diverse programs regardless of their identified gender, ethnicity, or special population.

A focused effort to increase accessibility and support for English Learners (EL) within the CTE environment is in the process of being initiated. In partnership with the Mid-Atlantic Equity Consortium (MAEC), the MDOE CTE Special Populations Consultant has assembled a task force of Directors and subject matter experts committed to a yearlong partnership with the goal of developing common tools, resources and actionable strategies to address the needs of this growing population. Those participating Directors represent schools with the largest multilingual populations in their surrounding areas or within their student body. The intent is to expand our geographic effectiveness by sharing what is created with CTE schools statewide.

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

Leadership funds will continue to be used to support and promote Career and Technical Student

Organizations (CTSOs) are they are considered an important component of Maine’s CTE programs. CTSOs help to enhance the technical competence of students through associated resources and competitions, enable CTE students to gain recognition for their accomplishments, and provide leadership development opportunities to further the overall development of each CTE student. Through scholarships, CTSOs often provide one avenue for further post-secondary education of CTE students. CTSOs also help CTE students to network with technical area peers at the local, state and national levels.

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

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

- b. Describe the process and criteria to be used for approving locally developed programs of study or career pathways (see Text Box 3 for the statutory definition of career pathways under section 3(8) of Perkins V), including how such programs address State workforce development and education needs and the criteria to assess the***

***extent to which the local application under section 132<sup>7</sup> will—***

- i. promote continuous improvement in academic achievement and technical skill attainment;***
- ii. expand access to career and technical education for special populations; and***
- iii. support the inclusion of employability skills in programs of study and career pathways. (Section 122(d)(4)(B) of Perkins V)***

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

The Maine Career Clusters Framework, currently comprised of 10 Career Clusters, will be broadened to include all 16 national Career Clusters to align Maine with the national structure. Related Career Pathways help students explore different career options and better prepare for college and career.

[Based on Maine P.L. 2019, Chapter 202 and Title 20-A, Chapter 207-A §4722](#) – High School Diploma Standards, in addition to the secondary CTE standards requirements and local graduation requirements, Maine currently requires, at a minimum, the following academics for a high school diploma:

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

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

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

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

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

#### Special Populations Access to CTE:

Maine adheres to all State and Federal laws to ensure that all students, regardless of 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 CTE.

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

Maine CTE schools incorporate employability skills in all CTE programs. Some of the opportunities offered to provide employability skills include on-site live work opportunities, off-site clinicals, and

career planning guidance. The understanding of basic job requirements gives students the critical skills needed to be a knowledgeable and productive employee. CTE programs provide employer/employee environments that allow student better understanding of employer expectations.

***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;***

Although state level resources are a newer focus for career exploration and career planning opportunities, students at all educational levels receive robust academic and career planning at local schools and colleges. The state is also in the process of reviewing the Career and Education Development standards of the Maine Learning Results content area. These standards require all Maine students to have the opportunity to explore career options. With the development of middle school and 9<sup>th</sup> and 10<sup>th</sup> grade career exploration opportunities, and collaboration with other state level partners, Maine will work to increase and provide resources in this area.

EducateME will be a partner in this endeavor to provide the State Board of Education data and information how to best to provide seamless pathway resources to Maine students.

In addition to the state level websites and social media efforts of MDOE and the MCCS, the secondary and postsecondary CTE schools communicate their program opportunities to these required stakeholders, with special focus on high school guidance personnel, using both hard copy and electronic formats. In-depth program materials are shared via individual school websites and social media venues. Schools are required to provide these materials in languages 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. Supports such as interpreters for English learners at schoolwide events ensure familial accessibility. Through the required comprehensive local needs assessment (CLNA) 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.

- ii. facilitate collaboration among eligible recipients in the development and coordination of career and technical education programs and programs of study***

***and career pathways that include multiple entry and exit points;***

The facilitation of CTE career pathways expanded with the enactment of [Maine Public Law Chapter 171](#), "An Act To Enable Earlier Introduction of Career & Technical Education in Maine Schools," in June 2017. This law requires Maine Schools to provide access to developmentally-appropriate CTE for middle school students (grades 6-8). Middle school CTE provides an opportunity for all Maine middle school students to experience hands-on learning, workplace skills and career exploration. Middle School CTE programs are currently in pilot phase and are being developed in collaboration between secondary CTE centers and regions and the middle schools in their catchment area. The middle school CTE programs are encouraged to be flexible enough to accommodate the diversity of all Maine middle schools. The middle school standards, once fully developed, will include both Career Experience and Career Discovery standards.

Current draft: Draft Middle School CTE Standards

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

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

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

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

The Maine Learning Results currently have a content standard, Career and Education Development (CED), which requires all Maine school to provide students the opportunity to explore the career pathways available to them. The CED standard, currently under revision will include an emphasis on multiple paths toward meaningful careers and focus on life skills and experiences that will allow students to pivot as economic needs change and personal interests evolve.

The Maine Department of Education and the Maine Community College System have also revisited and signed a legislative MOU (see Appendix K) requiring the alignment of secondary and postsecondary CTE programs. The State Board of Education requires regular updates on the ongoing work to provide students with career pathways without duplication of education. This work has increased the communication and collaboration between the two systems. (See Appendix N) In addition, through the Maine Unified State Plan for WIOA, the Maine Workforce Board is dedicated to

facilitating the collaboration between education and workforce to provide education to career pathways for students. As Maine moves through the reauthorization of both WIOA and Perkins the alignment of resources is key and, in the future, may lead to the inclusion of the Perkins State Plan in a combined WIOA State Plan.

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

The secondary level reserve funds will be used for State Board of Education CTE strategic priorities including additional middle school CTE opportunities, 9th and 10th grade CTE opportunities, work-based learning opportunities for CTE students, and alignment of CTE program of study with high-skill, high-wage, or in-demand occupations. These funds will be distributed by State Board approved formula and/or a competitive RFP process.

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

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

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

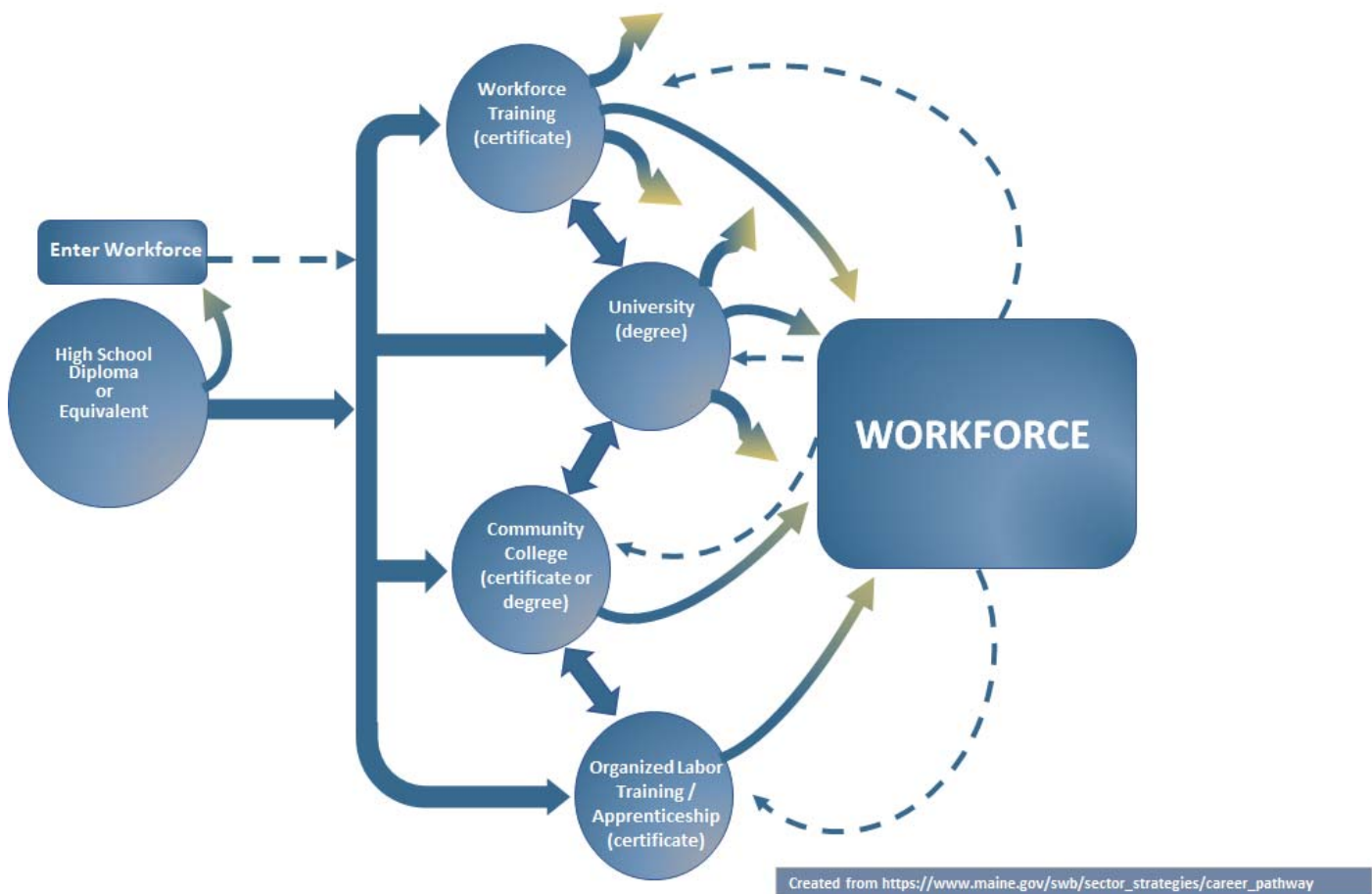
Maine Adult Education is a public education and career pathways system that enables adults to be



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

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

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



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

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

MDOE is actively engaging with several other State of Maine agencies in the effort to obtain student social security numbers without the need for direct collections. The purpose for such efforts is to provide access to labor-related data so the local education agencies (LEA) performance accountabilities indicators can be calculated. The student social security numbers will be entered into the new State Wage Interchange System (SWIS) to capture any wage records outside of Maine. All state of Maine records will be The State of Maine is working internally to finalize and sign onto the (SWIS) Agreement with at least one Access Performance Accountability and Customer Information Agency (PACIA) and one State Unemployment Insurance Agency (SUIA). The performance shall be reported at the school level and not indicate any individual student performance.

The MDOE is seeking to become a designated Performance Accountability and Customer Information Agency, or PACIA, which enable direct request of individual-level records for specified purposes. It is the belief that MDOE meets the criteria to assume an “access” or “non-access” PACIA role. MDOE has indicated an interest in an active role in SWIS from several MDOE teams.

***iv. ensure equal access to approved career and technical education programs of study and activities assisted under this Act for special populations;***

Maine follows all State and Federal laws to ensure equal access to a full range of quality CTE programs, services and activities will continue to be provided to all secondary and postsecondary students in the State of Maine, including members of special populations and members of State target groups. Members of special populations and target groups shall not be discriminated against in any way on the basis of their population or group status, or the economic status of their communities. The Maine DOE CTE Equity Coordinator, through the MOA process, visits both the secondary and postsecondary Perkins supported CTE schools and programs to ensure equal access for all students. The MCCC offers a variety of services and resources to help students enroll in and complete a program including academic counselling, tutoring, services for students with disabilities, child care, and transfer assistance. Students and parents always have the right to appeal enrollment denial decisions at both educational levels.

***v. coordinate with the State board to support the local development of career pathways and articulate processes by which career pathways will be developed by local workforce development boards, as appropriate;***

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

***vi. support effective and meaningful collaboration between secondary schools, postsecondary institutions, and employers to provide students with experience in, and understanding of, all aspects of an industry, which may include work-based learning such as internships, mentorships, simulated work environments, and other hands-on or inquiry-based learning activities; and***

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

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

Secondary and postsecondary CTE programs offer students the opportunity for live work experiences in-house and out in the field as part of the curricula. Through live work students obtain the necessary skills to not only undertake hands-on trade skills, but also learn employability skills to work with the public.

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

***vii. improve outcomes and reduce performance gaps for CTE concentrators, including those who are members of special populations. (Section 122(d)(4)(C) of Perkins V)***

Data informed decision making to improve student performance is a goal of Perkins funding. With Perkins V the local eligible recipients will be required to support all CTE students to improve the outcomes and close performance gaps. As part of the local application, local recipients of funds must address performance gaps and provide description of supports that will be put in place to reduce those gaps. Locals will begin to look at program level data to determine which programs are struggling and adjust those programs using techniques that are utilized in programs that perform at, or above, performance levels. The CTE Data Consultant reviews the improvement plans and ensures schools

work on improving the outcomes of students that are not succeeding.

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

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

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

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

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

**Advanced Placement Program** (administered by local high schools)

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

the AP curriculum.

**Aspirations Program** (administered by MDOE)

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

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

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

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

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

**Academ-e** (administered by the University of Maine)

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

**Early College** (administered by MDOE)

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

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

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

### **Embark** (administered by M CCS)

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.

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** (administered by local MDOE)

Statewide articulations systematically link a secondary CTE school program statewide to a

postsecondary CTE system program statewide. Statewide articulations offer Dual or Concurrent Enrollment credits.

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

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

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

(see Appendix D – Local Application)

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

(see Appendix E – Local Needs Assessment)

- 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 CTE programs are ensured to be of size, scope, and quality through a policy-driven CTE program approval process at both the secondary and postsecondary levels. The size of Maine's schools and programs is dependent on the demographics of the regions served. Maine's population is significantly less in Northern Maine than it is in Southern Maine. For State funding purposes the secondary essential programs and services funding requires 12 students in a program to fund a full teaching position, unless program criteria dictate fewer students. Scope is determined by the curriculum and National and State standards connected to the CIP codes and career pathways. CTE programs must be a sequence of courses that increases in specificity and depth as a student moves through the program. Unless a waiver is provided by the Maine Commissioner of Education, secondary CTE programs must be at a minimum 350 hours of instructional time for a 1-year program and 700 hours of instructional time for a 2-year program. Postsecondary programs, supported with Perkins funds, are offered through the Maine Community College System and move students towards specific careers and occupations within a chosen career pathway. The postsecondary training options include certifications and short-term training opportunities to postsecondary degrees. Work-based learning encompasses both career information and advisement and hands-on live work opportunities. Due to geographic and population sizes, live-work is generally offered within the secondary CTE school and the protocols for live-work are reviewed annually with the secondary school advisory board to ensure equality and safety. Postsecondary CTE also provides hands-on opportunities within college labs but focuses more on moving the student out into the workplace through internships, externships, practicums, or clinicals. Continued quality of CTE programs is ensured through ongoing local and state reviews of programs. In addition, all programs are reviewed by their program advisory committees.

Maine will further advance program quality through professional development opportunities to assist in reducing the Perkins accountability measures disparity gap. Professional development for CTE personnel will focus on areas such as workforce alignment, secondary postsecondary alignment, academic technical skill alignment, and special population and diversity support.

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

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

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

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

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

(see Appendix F – Secondary CTE Program Approval)

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 President's Council. The System president is authorized to act on behalf of the Board of Trustees regarding requests from colleges to add programs of study at the same or lower level as options in approved diploma or associate degree programs of study in accordance with established procedures. The concept for a new program of study or the rationale leading to the discontinuance of an established program of study in most instances should be initiated by the*

*local college.*

*The Board of Trustees recognizes the importance of continuous improvement in the pursuit of excellence through self-evaluation and assessment. The objectives of the program review process is to attain the highest quality of education and service; to assure that its graduates possess the occupational and academic skills required by employers; and to provide an experience which inspires lifelong learning.*

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

(see Appendix G – Postsecondary CTE Program Approval)

### 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;*
  - iii. will be provided with programs designed to enable individuals who are members of special populations to meet or exceed State determined levels of performance described in section 113, and prepare special populations for further learning and for high-skill, high-wage, or in-demand industry sectors or occupations;*
  - iv. will be provided with appropriate accommodations; and*
  - v. will be provided instruction and work-based learning opportunities in integrated settings that support competitive, integrated employment. (Section 122(d)(9) of Perkins V)*

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

Members of special populations include:

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

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

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

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

Maine will continue to carry out 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 CTE. The MOA coordinator is a member of the MDOE 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 ensure compliance with the provisions of the law; and carrying out monitoring in the institutions that offer vocational programs and receive federal funds.

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

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

#### 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 CTE 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 provision of CTE programs, services, and activities of students with disabilities, and verify that 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

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 comply with the stated policy of the Board of Trustees, and with all pertinent state and federal laws and regulations.*

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

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

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

Maine will continue gender equity work through the funded Special Populations Consultant. This position also serves as the Methods of Administration coordinator. During Perkins V, Maine will explore additional activities and professional development that may be offered to provide the opportunity for more gender balanced programs. Maine will continue to offer awareness programs such as the “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 on 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. Although CTE representatives are not always included in the IEP process due to the State's local control structure, the local sending schools are required to provide the CTE schools with copies of student IEPs. Schools work with parents and IEP teams to identify reasonable accommodations to place students in CTE programs and aid them as they work toward completion of their program.



#### 4. Preparing Teachers and Faculty

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

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

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

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

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

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

A strategic priority of the MDOE is to develop, support, and sustain a robust educator workforce. Initiatives of the created Talent Committee include:

2018:  
Educator Talent  
Committee Convened

- In response to a state-wide teacher shortage characterized by a decline in candidates entering the profession, deficits of teachers in specific certification areas and geographic inequities, the Maine Department of Education convened internal stakeholders to begin looking at this issue.

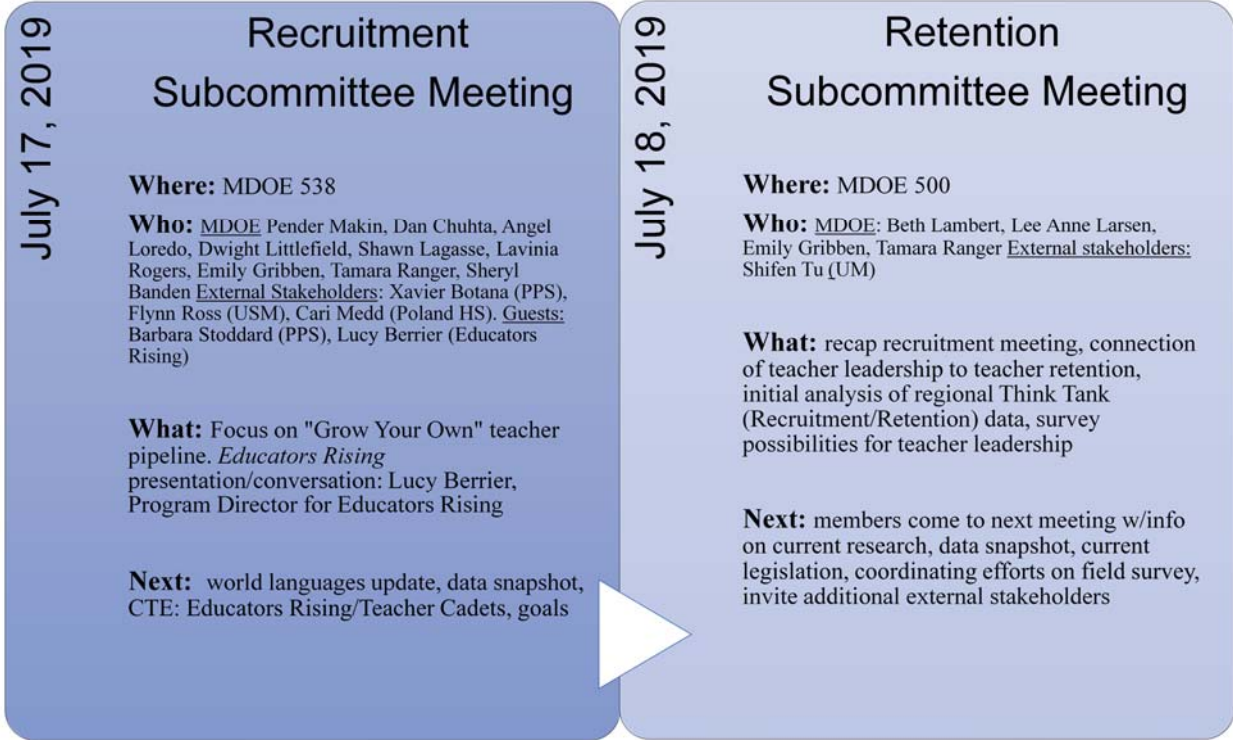
April, 2019:  
MDOE Educator Talent  
Committee resumes with  
external stakeholders  
Meeting #1

- **Where:** Maine Department of Education
- **Who:** MDOE: Dan Chuhta, Kelli Deveaux, Rachel Paling, Angel Loredo, Ann Belanger, Mary Paine, Shelly Chasse-Johndro, Beth Lambert, Emily Gribben, Tamara Ranger **External Stakeholders:** Flynn Ross (USM), Shifen Tu (UM)
- **What:** Overview of past work, Intro to #TeachMaine Campaign, Exemplar: #TeachArkansas, general discussion on recruitment & retention issues.
- **Next:** Meet at an Ed Prep Program, include more external stakeholders

May, 2019:  
MDOE Educator Talent  
Committee Meeting #2

- **Where:** University of Maine
- **Who:** MDOE: Dan Chuhta, Angel Loredo, Kelli Deveaux, Ann Belanger, Lee Anne Larsen, Beth Lambert, Dwight Littlefield, Emily Gribben, Tamara Ranger **External Stakeholders:** Flynn Ross (USM), Shifen Tu (UM), Doris Santoro (Bowdoin), Renee Doucette (Kennebunk HS) **Guests:** Dean Reagan, Courtney Angelosante, Faith Erhardt (UM)
- **What:** Demo of UM's TeachLivE lab (student avatars), Discussion: teacher leadership, demoralization of teachers, principal impact, pathways to teaching, needs of teacher
- **Next:** form subcommittees: (1) recruitment (2) retention (3) publicity

June/July 2019	<b>Regional Think Tanks: Educator Excellence: Recruitment and Retention</b>  Lewiston - Saco - Bangor - Presque Isle - Augusta* (Educator Readiness) - Machias
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## 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 MDOE 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. MDOE will continue to offer professional development and technical assistance to the field to help schools continuously improve curriculum, instruction and assessment.

Maine legislated the implementation of national or state standards for all CTE programs. As with academic achievement, the Department of Education will continue to provide professional development and technical assistance to the field to help schools improve curriculum, instruction and assessment. Current work to determine academic skill and technical skill intersections and mapping academic standards to technical standards will be continued and supported.

To meet the requirement of Perkins for CTE schools and programs to be evaluated, postsecondary schools are accredited by the New England Commission of Higher Education (NECHE) and secondary CTE schools are reviewed by the New England Association of Schools and Colleges (NEASC) or the MDOE CTE team's Comprehensive School Review (CSR). The MDOE CSR is structured to include a full-cycle review in which the team provides a thorough analysis of the school's overall operations; as

well a mid-cycle review that provides an opportunity for schools to show progress toward recommendations provided during the full review. This presence in the schools allows the MDOE CTE team to evaluate programs for continuous improvement. The MDOE CSR provides feedback on six overarching schoolwide standards, individualized program effectiveness, and includes a facility review heavily focused on safety. The school begins the CSR process a year prior to the on-site review by completing a series of self-studies in each subject area. Technical assistance is provided by MDOE CTE staff throughout the year-long preparation process. Affirmation of the self-studies occurs during the on-site visit using a process of interviews and by reviewing evidential documentation. A final report is made available to the school.

The MDOE CTE team, with contribution from secondary and postsecondary recipients, stakeholders, and national associations, developed a local needs assessment template for all secondary and postsecondary eligible recipients to use as a guide for their CLNAs. Prior to the July 1, 2020 application the MDOE 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 MDOE leadership, which is responsible for both secondary CTE and Adult Education, and Leadership of the MCCS, determined that the Perkins V allocation split for secondary and postsecondary eligible recipients will be 50/50. In Maine, the eligible recipients will include the 27 secondary CTE regions and centers and the MCCS. Although coordination of efforts at the local secondary level is highly supported, Maine does not currently have consortia that are eligible to receive Perkins funds. All funds will continue to be distributed to the eligible secondary and postsecondary institutions and no funds will be distributed to consortia. All funds will be used in accordance to the Perkins V act to provide Maine students CTE opportunities that give them the skills they need to succeed in the workplace.

**3. For the upcoming program year, 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)**

<b>Local Formula Distribution</b>	85%	\$5,226,478
• Reserve	10%	\$522,646
- Secondary Recipients	66%	\$344,946
- Postsecondary Recipients	34%	\$177,700
• Allocation to Eligible Recipients	75%	\$4,4703,832
- Secondary Recipients	50%	\$2,351,916
- Postsecondary Recipients	50%	\$2,351,916

The secondary funds will follow the distribution formula as required by law.

- 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 will be 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. For the upcoming program year, 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.**

<b>Local Formula Distribution</b>	85%	\$5,226,478
• Reserve	10%	\$522,646
- Secondary Recipients	66%	\$344,946
- Postsecondary Recipients	34%	\$177,700
• Allocation to Eligible Recipients	75%	\$4,703,832
- Secondary Recipients	50%	\$2,351,916
- Postsecondary Recipients	50%	\$2,351,916

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

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

**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).**

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

business offices make a consortium unfavorable.

- 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)**

**Also indicate if this is a waiver request for which you received approval under the prior Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV).**

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

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

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

Prior to FY19 all state essential programs and services (EPS) funding for secondary education was distributed the school administrative districts without targeted funding for CTE. Maine [L.D. 2017, Chapter 446](#), requires secondary CTE funding to be distributed as targeted funds. Maine will include the State CTE targeted funding provided to secondary CTE schools. As we only have data for one year we are using the FY20 secondary budgeted funding to show maintenance of effort.



	FY18	FY19	FY20 Budgeted
Secondary CTE Legislated Funds	Prior to FY19 secondary CTE funds were not targeted	\$53,500,000	\$53,710,328
Postsecondary CTE Legislated Funds	\$47,169,625	\$50,240,861	\$50,900,000
Total Maine Legislated CTE Funds	\$47,169,625	\$103,740,861	\$104,610,328

Postsecondary funds are based on the % of CTE students served with State funds.

Associate in Arts students are removed from the calculation.

**D. Accountability for Results**

**1. Identify and include at least one (1) of the following indicators of career and technical education program quality—**

- a. the percentage of CTE concentrators (see Text Box 6 for the statutory definition of a CTE concentrator under section 3(12) of Perkins V) graduating from high school having attained a recognized postsecondary credential;**
- b. the percentage of CTE concentrators graduating high school having attained postsecondary credits in relevant career and technical education programs and programs of study earned through a dual or concurrent enrollment program or another credit transfer agreement; and/or**
- c. the percentage of CTE concentrators graduating from high school having participated in work-based learning. (Section 113(b)(2)(A)(iv)(I) of Perkins V)**

**Include any other measure(s) of student success in career and technical education that are statewide, valid, and reliable, and comparable across the State. (Section 113(b)(2)(A)(iv)(II) of Perkins V) Please note that inclusion of “other” program quality measure(s) is optional for States.**

**Provide the eligible agency’s measurement definition with a numerator and denominator for each of the quality indicator(s) the eligible agency selects to use.**

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

**5S2 Program Quality – Attained Postsecondary Credits**

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

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

Denominator: Number of CTE concentrators who graduated from high school.

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

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

	Maine's secondary concentrator definition
Federal CTE Secondary Concentrator definition	"CTE concentrator" means—at the secondary school level, a student served by an eligible recipient who has completed at least 2 courses in a single career and technical education program or program of study

Maine's CTE Secondary equivalent of at least 2 courses in a program or program of study	A Secondary CTE Concentrator is a student who has attended an approved secondary CTE program for one full school year. In Maine an approved secondary CTE program is required to have 350 hours of instructional time per academic year. This time requirement is the equivalent to a 3-course program that consists of 3 periods per day, 5 day a week for 175 school day.
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Rational:	Maine Chapter 313: "Career and technical education" means a course or program of education designed to create or improve job-related skills that is part of a secondary school curriculum and approved by the commissioner according to this chapter. An approved sequence of rigorous career technical courses at the secondary level which prepare students for entry-level careers. Unless a waiver has been granted by the Commissioner of Education, each sequence is comprised of a minimum 350 hours for a 1-year program and 700 hours for a 2-year program and delivering the selected industry standard for the program area. Programs and standards are approved by the Commissioner of Education during the program application approval process. CTE programs also prepare students by providing the foundations for more advanced postsecondary training, as well as assisting students to complete relevant state academic standards.
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Maine’s postsecondary concentrator definition

Federal CTE Postsecondary Concentrator definition	“CTE concentrator” means— “at the postsecondary level, a student enrolled in an eligible recipient who has – (i) earned at least 12 credits within a single career and technical education program or program of study; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.”
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Maine’s CTE Postsecondary equivalent of at least 2 courses in a program or program of study	A postsecondary CTE Concentrator is a student who has – (i) earned at least 12 credits within a single career and technical program or program of study comprised of 12 or more academic and technical credits that terminates in the award of an industry-recognized credential, including certificates and degrees; or (ii) completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.
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Rational:	Inclusion of academic and technical credits to clarify that the credits earned may include all types of credit required for the completion of the credential and ensure credentials are relevant to industry.
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College degree credit hours are based on the number of student contact hours. A contact hour includes any lecture or lab time when the professor is teaching the student or coaching the student while they apply the course information to an activity. Most courses are 3 credit hours per week for 15 weeks. Based on Maine Community College System Policy 302:

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

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

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

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

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

- *General Education*
  - *Writing/ Communication 6 credits*
  - *Quantitative Literacy/Natural Science 12\*-15 credits*
  - *Creative Arts/Humanities 3 credits*
  - *Social Science 3 credits*
  - *Diversity/Ethical Reasoning 3 credits*
  - *Any General Education Elective 3\*\* credits*
- *Program Core up to 34 credits*
- *Minimum Cumulative Grade Point Average 2.0*

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

- *16 to 36 credit hours of coursework as specified by the program exclusive of practicum hours;*  
*Achievement of a minimum cumulative grade point average of 2.0;*

**Performance level forms are included in section V.B.**

- 3. Describe the procedure the eligible agency adopted for determining State determined levels of performance described in section 113 of Perkins V, which at a minimum shall include—**
  - a. a description of the process for public comment under section 113(b)(3)(B) of Perkins**

***V as part of the development of the State determined levels of performance***

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

***b. an explanation for the State determined levels of performance that meet each of the statutory requirements in;***

**1S1 Four-Year Graduation Rate**

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

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

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

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

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

**2S1 Academic Proficiency in Reading/Language Arts**

Perkins: CTE concentrators who achieved reading / language arts proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1)

of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State’s secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (SAT in the 11th grade)

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

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

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

Example:  $50/100 = 50\%$

### 2S2 Academic Proficiency in Mathematics

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

and who in the reporting year left secondary education. (SAT in the 11th grade)

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

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

**Example:** 50/100=  
50%

### 2S3 Academic Proficiency in Science

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

**Maine**  
**Definitions:** Numerator: Number of CTE concentrators who achieved science proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1)



of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act; whose scores were included in the computation of the State’s secondary education Academic Achievement indicator, and who in the reporting year left secondary education. (Maine Educational Assessment (MEA) for Science in 11th grade)

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

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

Example:  $50/100 = 50\%$

### 3S1 Postsecondary Placement

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

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

Denominator: Number of CTE concentrators who, in the second quarter after exiting from secondary education

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

Example:  $50/(25+10+15+25+25)$   
 $50/(100)$   
50%

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

#### 4S1 Non-traditional Program Enrollment

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

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

Denominator: Number of CTE concentrators in nontraditional occupation career and

technical education programs.

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

Example:  $50/100 = 50\%$

#### 5S2 Program Quality – Attained Postsecondary Credits

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

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

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

Example:  $50/100 = 50\%$

### 1P1: Post-Program Placement

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

**Maine Definitions:** Numerator: Number of CTE concentrators enrolled in postsecondary education in year prior to reporting year who remain enrolled in postsecondary education, advanced training, or service, or who have wages earned in the second quarter after leaving postsecondary education  
Denominator: Number of CTE concentrators enrolled in postsecondary education in year prior to reporting year.

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

### 2P1: Earned Recognized Postsecondary Credential

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

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

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

### 3P1: Non-traditional Program Concentration

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

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

Denominator: Number of CTE concentrators enrolled in programs leading to careers in which one gender is underrepresented in reporting year

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

(/)

[# of CTE concentrators enrolled in programs leading to careers in which one gender is underrepresented in reporting year]

- c. a description of how the State determined levels of performance set by the eligible agency align with the levels, goals and objectives other Federal and State laws, (Section 122(d)(10) of Perkins V).***

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

***As part of the procedures for determining State determined levels of performance, describe the process that will be used to establish a baseline for those levels.***

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

State determined postsecondary levels of performance were determined using 3 years of historical data, if available, using the Perkins V indicator definitions. Results were used to set performance

growth using calculated baseline performance levels. Baseline level for 1P1 was determined using Community College Survey of Student Engagement (CCSSE) data for current students and recent graduate employment rates as there was insufficient time for a data match.

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

**Perkins V Core Performance Indicator Negotiation Process for Postsecondary**

- New Core Performance Indicators calculated on data from prior three academic years and averaged to establish new benchmarks
- Discussion with limited stakeholders to identify statewide goals for life of grant based on benchmarks and desired improvements
- Indicators disaggregated by college/demographics and local goal proposals established for remainder of grant
- Benchmarks and proposed goals communicated with college leadership for review
- Improvement planning commences to address areas of weakness
- Goal acceptance or counter-proposals returned to Perkins Coordinator
- Any counter-proposals are reviewed and accepted or further countered until agreement is reached
- Final college-level measures sent to MDOE for inclusion in online grant setup
- Perkins V core performance indicator goals for years three and four will undergo a similar review/revision as necessary

**4. Provide a written response to the comments regarding State determined performance levels received during the public comment period pursuant to section 113(b)(3)(B) of Perkins V. (Section 113(b)(3)(B)(iii) of Perkins V).**

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

Indicator	Description	Baseline	Year1	Year2	Year3	Year4
1S1	Four - Year Graduation Rate	92.51%	92.51%	93.34%	93.76%	94.38%
2S1	Academic Proficiency in Reading/Language Arts	40.14%	40.14%	40.76%	41.07%	41.53%

Indicator	Description	Baseline	Year1	Year2	Year3	Year4
2S2	Academic Proficiency in Mathematics	18.30%	18.30%	19.53%	20.15%	21.07%
2S3	Academic Proficiency in Science	32.06%	32.06%	32.38%	32.53%	32.77%
3S1	Post-Secondary Placement	50.47%	50.47%	51.15%	51.49%	51.99%
4S1	Non-Traditional Program Enrollment	19.38%	19.38%	20.59%	21.19%	22.10%
5S2	Program Quality - Attained Post Secondary Credits	20.41%	20.41%	21.94%	22.71%	23.85%
Indicator	Description	Baseline	Year1	Year2	Year3	Year4
1P1	Post-Program Placement	87.5%	87.5%	80.0%	88.8%	90.1%
2P1	Earned Recognized Post-secondary Credential	51.0%	51.0%	51.6%	52.6%	54.2%
3P1	Non-traditional Program Concentration	13.6%	13.6%	14.0%	14.5%	15.1%

Sec Overall	<p>I would suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: The definition of postsecondary placement is prescribed in the Perkins Act. Placement of secondary students entering employment from high school is a part of the 3S1 measure although a truly valid percentage is difficult as we are not allowed to collect social security numbers to match with labor data. To gather this information, we will rely on self-reported student survey data that will be collected through the NEO student information system.</p> <p><u><i>3S1- Postsecondary Placement - The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed as recorded in the NEO CTE Post-Grad Placement survey. State Plan Guidance page 32</i></u></p> <p>I would like to see more performance indicators, something in the area of post-secondary employment in the field a student studied. And a component of performance in supporting EL students in earning a certification.</p> <p>Response: Alignment of employment to field of study is attempted through data sharing between the Maine Community College System and Maine Department of Labor. The classification of data in the two systems makes this alignment difficult. Also, In addition to the self-reported student surveys, the local Perkins applications look at resources for students around career opportunities. English Learners are a subpopulation within the required Perkins special populations and the data is reported on all of the measures we are required to provide information to the US Department of Education, Office of Career and Technical and Adult Education.</p> <p><u><i>(C) State report.—</i></u></p> <p><u><i>(i) In general.—Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding—</i></u></p> <p><u><i>(I) the progress of the State in achieving the State determined levels of performance on the core indicators of performance; and</i></u></p> <p><u><i>(II) the actual levels of performance for all CTE concentrators, and for each of the subgroups of students, as described in section 111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48).; Perkins Act §113(b)(3)(C)</i></u></p> <p><u><i>(48) Special populations.—The term “special populations” means—</i></u></p> <p><u><i>(A) individuals with disabilities;</i></u></p> <p><u><i>(B) individuals from economically disadvantaged families, including low-income youth and adults;</i></u></p> <p><u><i>(C) individuals preparing for non-traditional fields;</i></u></p>
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	<p><u><a href="#">(D) single parents, including single pregnant women;</a></u></p> <p><u><a href="#">(E) out-of-workforce individuals;</a></u></p> <p><u><a href="#">(F) English learners;</a></u></p> <p><u><a href="#">(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</a></u></p> <p><u><a href="#">(H) youth who are in, or have aged out of, the foster care system; and</a></u></p> <p><u><a href="#">(I) youth with a parent who—</a></u></p> <p><u><a href="#">(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and</a></u></p> <p><u><a href="#">(ii) is on active duty (as such term is defined in section 101(d)(1) of such title). Perkins Act §(3)(48)</a></u></p> <p>I do not agree with 3P1. Numbers are too low.  Response:  The percentages indicated used historical data to set a baseline. The postsecondary measure 3P1 looks at the number and percentage of nontraditional students, based on gender, enrolled in nontraditional programs, based on the National Alliance for Partnerships in Equity nontraditional Occupations Crosswalk (<a href="#">click here for website</a>). Programs are considered nontraditional by gender if the employment market data indicates that occupations employ less than 25% of men or women. These levels may need to be adjusted once the new nontraditional occupations crosswalk is available.</p> <p>This model makes sense to me</p>
1S1	<p>Four - Year Graduation Rate</p> <p>Wasn't sure if I missed it or if it is only the SAT' scores that count for a secondary performance level?  I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response:  Perkins accountability uses the Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA) data indicators for the CTE academic measures as prescribed by the Perkins Act.  <u><a href="#">Alignment of performance indicators.—In developing core indicators of performance under subparagraphs (A) and (B), an eligible agency shall, to the greatest extent possible, align the indicators so that substantially similar information gathered for other State and Federal programs, or for any other purpose, may be used to meet the requirements of this section. Perkins Act §113(b)(2)(C)</a></u></p> <p>I would also suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program. "</p> <p>Response:  This comment was addressed above in the overall comment section.</p> <p>As an educational leader there has been little work done to present this information to sending principals. There should be some networking done with the Maine Principals' Association.</p> <p>Response:  As part of the required consultation process of Perkins V, Maine has invited members of this group the Perkins V Stakeholder meetings. Additional communications and connections will be made and continued throughout Perkins V. (see pages 16, 23-25, 36, and Appendix E – Consolidated Local Needs Assessment)</p> <p>Why are you making your Secondary reading, math and science indicators so low? CTE students will be expected</p>



	<p>to perform better in their jobs and need these skills. Revise them. The same with "nontraditional program enrollment". Make it a goal for CTE students to go for an industry recognized credential. This ties in with post-secondary performance levels. Make the stakes higher.</p> <p>Response: Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year. All programs are mandated by state law to be aligned to national industry standards and the majority of the programs already offer industry recognized credentials as part of the curriculum. Raising the indicator levels to “higher stakes” and making them unattainable will result in improvement plans which could force targeting funds towards measure which are unattainable and have an unforeseen negative impact for local schools. This work is being done through the Maine CTE local Perkins application plans and not through data indicators</p> <p>I fail to understand why the secondary CTE standards are all academic related and the post secondary indicators are industry standards. A significant measure of secondary CTE is industry standards (3rd party) and dual enrolled college credits earned. I strongly believe Maine CTE should be largely judged on our ability to deliver both of these or (A Credential of Value)</p> <p>Response: The secondary standards, as prescribed in the Act and noted above, are aligned to the ESEA/ESSA performance measures. The work of industry standards and dual enrollment are being addressed in Maine CTE through the local application process and not through these data indicators.</p> <p>The link provided for the Secondary CTE Performance Indicators gives only performance level charts-- where are the indicators?</p> <p>Response: The PDFs included within the Performance Indicator charts includes the definition and calculation of each performance indicator. The connection to the Perkins law can be found in §113 of the Perkins Act and pages 32-36 of the Guide for Submission of State Plans issued by the Office of Career and Technical and Adult Education. This document can be found on the MDOE CTE website page.</p>
2S1	<p>Academic Proficiency in Reading/Language Arts</p> <p>Could some other tests or performance indicators be accepted (in addition) as academic proficiency in reading other than just the SAT scores?</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of reading proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
2S2	Academic Proficiency in Mathematics

	<p>Could some other tests or performance indicators be accepted (in addition) as academic proficiency in math other than just the SAT scores?</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of math proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
2S3	<p>Academic Proficiency in Science</p> <p>By just concentrating on one test score may eliminate other students who would benefit from community college education. Could some other tests or performance indicators be accepted (in addition) as academic proficiency in science other than the MEA's?</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of science proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
3S1	<p>Post-Secondary Placement</p> <p>I would also suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: This was address in the Overall Section above. The definition of postsecondary placement is prescribed in the Perkins Act.</p> <p>Not everyone will go to college.</p> <p>Response:</p>

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

See Appendix O for Accountability Public Comment Survey

***As part of the written response, include a description of any the changes made to the State determined performance levels as a result of stakeholder feedback.***

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

***5. Describe how the eligible agency will address disparities or gaps in performance as described in section 113(b)(3)(C)(ii)(II) of Perkins V in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions the eligible agency will take to eliminate these disparities or gaps. (Section 122(d)(11) of Perkins V)***

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

### III. ASSURANCES, CERTIFICATIONS, AND OTHER FORMS

#### A. Statutory Assurances

□ The eligible agency assures that:

1. It made the State plan publicly available for public comment<sup>9</sup> 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 considered 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)

**B. 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.

**C. 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](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 shall not be less than the lesser of an amount equal to 0.1 percent of the funds made available by the eligible agency for State leadership activities as noted on Line 3, or \$50,000.*

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): 2019

Line Number	Budget Item	Percent of Funds	Amount of Funds
1	<b>Total Perkins V Allocation</b>	<b>Not applicable</b>	\$6,148,797
2	<b>State Administration</b>	5%	\$307,439
3	<b>State Leadership</b>	10%	\$614,880
4	• Individuals in State Institutions	1%	\$60,000
4a	- Correctional Institutions	<b>Not required</b>	\$
4b	- Juvenile Justice Facilities	<b>Not required</b>	\$60,000
4c	- Institutions that Serve Individuals with Disabilities	<b>Not required</b>	\$
5	• Non-traditional Training and Employment	<b>Not applicable</b>	\$60,000
6	• Special Populations	.1%	\$6,149
7	<b>Local Formula Distribution</b>	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	75%	\$4,703,832
12	- Secondary Recipients	50%	\$2,351,916
13	- Postsecondary Recipients	50%	\$2,351,916
14	<b>State Match (from non-federal funds)</b>	<b>Not applicable</b>	\$307,439

## V. STATE DETERMINED PERFORMANCE LEVELS

### A. Instructions

1. On the form in Item V.B, provide State determined performance levels (SDPLs), covering FY 2020-23, for each of the secondary and postsecondary core indicators of performance for all CTE concentrators in the State described in section 113(b) of Perkins V (see Table 6). In preparing your SDPLs, refer to your narrative descriptions in Section II.D of this guide.
2. In completing the SDPL form, provide—  
Column 2: Baseline level  
Columns 3-6: State determined levels of performance for each year covered by the State plan, beginning for FY 2020, expressed in percentage or numeric form and that meets the requirements of section 113(b)(3)(A)(III) of Perkins V. See Text Box 8 for the statutory requirements for setting State determined levels of performance under section 113(b)(3)(A)(iii) of Perkins V.
3. Revise, as applicable, the State determined levels of performance for any of the core indicators of performance—
  - i. Prior to the third program year covered by the State plan for the subsequent program years covered by the State plan pursuant to section 113(b)(3)(A)(ii); and/or
  - ii. Should unanticipated circumstances arise in a State or changes occur related to improvement in data or measurement approaches pursuant to section 113(b)(3)(A)(iii).

Please note that, pursuant to section 123(a)(5) of Perkins V, an eligible agency may not adjust performance levels for any core indicators that are subject to, and while executing, an improvement plan pursuant to section 123(a) of Perkins V.

**Table 6: Section 113(b) Core Indicators of Performance**

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level</b>		
The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate (defined in section 8101 of the Elementary and Secondary Education Act of 1965).	1S1	Four-Year Graduation Rate
(At the State’s discretion) The percentage of CTE concentrators who graduate high school, as measured by extended-year adjusted cohort graduation rate defined in such section 8101.	1S2	Extended Graduation Rate
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.	2S1	Academic Proficiency in Reading/Language Arts
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.	2S2	Academic Proficiency in Mathematics
CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.	2S3	Academic Proficiency in Science
The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.	3S1	Post-Program Placement

**Table 6: Section 113(b) Core Indicators of Performance (continued)**

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Secondary Level (continued)</b>		
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	4S1	Non-traditional Program Concentration
<i>The eligible agency must include at least one program quality indicator—5S1, 5S2, or 5S3—and may include any other quality measure(s) that are statewide, valid, reliable, and comparable across the State.</i>		
The percentage of CTE concentrators graduating from high school having attained a recognized postsecondary credential.	5S1	Program Quality – Attained Recognized Postsecondary Credential
The percentage of CTE concentrators graduating from high school having attained postsecondary credits in the relevant career and technical education program or program of study earned through a dual or concurrent enrollment or another credit transfer agreement.	5S2	Program Quality – Attained Postsecondary Credits
The percentage of CTE concentrators graduating from high school having participated in work-based learning.	5S3	Program Quality – Participated in Work-Based Learning
Other(s) <i>(optional)</i> : The percentage of CTE concentrators achieving on any other measure of student success in career and technical education that is statewide, valid, and reliable, and comparable across the State. Please identify.	5S4, 5S5, 5S6, ...	Program Quality – Other

**Table 6: Section 113(b) Core Indicators of Performance (continued)**

Indicator Descriptions	Indicator Codes	Indicator Names
<b>Postsecondary Level</b>		
The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.	1P1	Post-Program Placement
The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.	2P1	Earned Recognized Postsecondary Credential
The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.	3P1	Non-traditional Program Concentration

**B: State Determined Performance Levels (SDPL) Form**

State Name: MAINE

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Secondary Indicators</b>					
1S1: Four-Year Graduation Rate	92.51%	93.34%	93.76%	94.38%	95.00%
1S2: Extended Graduation Rate	--	--	--	--	--
2S1: Academic Proficiency in Reading Language Arts	40.14%	40.76%	41.07%	41.53%	42.00%
2S2: Academic Proficiency in Mathematics	18.30%	19.53%	20.15%	21.07%	22.00%
2S3: Academic Proficiency in Science	32.06%	32.38%	32.53%	32.77%	33.00%
3S1: Post-Program Placement	50.47%	51.15%	51.49%	51.99%	52.50%
4S1: Non-traditional Program Concentration	19.38%	20.59%	21.19%	22.10%	23.00%
5S1: Program Quality – Attained Recognized Postsecondary	--	--	--	--	--
5S2: Program Quality – Attained Postsecondary Credits	20.41%	21.94%	22.71%	23.85%	25.00%
5S3: Program Quality – Participated in Work-Based Learning	--	--	--	--	--
5S4: Program Quality – Other	--	--	--	--	--

Column 1	Column 2	Column 3	Column 4	Column 5	Column 6
Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
<b>Postsecondary Indicators</b>					
1P1: Post-Program Placement	87.5%	88.0%	88.8%	90.1%	92.0%
2P1: Earned Recognized Postsecondary	51.0%	51.6%	52.6%	54.2%	56.6%
3P1: Non-traditional Program Concentration	13.6%	14.0%	14.5%	15.1%	15.8%

*Provide any additional information regarding SDPLs, as necessary:*

1P1 – Data on the new definition for post-program placement will be calculated using Maine Department of Labor match data. Baseline data is based on CCSSE survey data for current students and recent graduate employment rates as there was insufficient time for a data match.

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

3P1 – Nontraditional program data in Perkins V is now calculated on concentrator status and uses the most recent NAPE crosswalk (2013) to establish nontraditional programs which eliminated some of the previous programs determined to be nontraditional. The combination of these two factors decreased the percentages when compared to Perkins IV.

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## Appendix A – Perkins Stakeholders

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

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

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

#### Stakeholder Attendance

Meeting	Name	Title/Company	Affiliation
Regional - Augusta	Kevin Quist	Workforce Development Coordinator	Associated Builders & Contractors
Regional - Augusta	Tonya Arnold	Dean of Students, Maine Academy of Natural Sciences	Education Partner
Regional - Augusta	Eileen Miazga	Apprenticeship Programs	Maine Dept of Labor
Regional - Augusta	Dani Despins	MOA/CSR Coordinator	MDOE/CTE
Regional - Augusta	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Regional - Augusta	Doug Robertson	DOE Agriculture	MDOE/CTE

Regional - Augusta	Dwight Littlefield	State CTE Director	MDOE/CTE
Regional - Augusta	Margaret Harvey	CTE Consultant, Middle School Programs	MDOE/CTE
Regional - Augusta	Shawn Lagasse	CTE Consultant, Data Specialist	MDOE/CTE
Regional - Augusta	Gilda Nardone	New Ventures Maine	Postsecondary Education Partner
Regional - Augusta	Jean Dempster	New Ventures Maine	Postsecondary Education Partner
Regional - Augusta	Beth Fisher	CTE Director, Rockland	Secondary CTE Director
Regional - Augusta	Dave Dorr	CTE Director, Skowhegan	Secondary CTE Director
Regional - Augusta	Nicholas Gannon	CTE Director, Augusta	Secondary CTE Director
Regional - Augusta	Ed Hastings	School Board Chair	Secondary Education Partner
Regional - Augusta	Stephanie Turgeon	CTE Student Services Coordinator	Secondary Guidance
Regional - Augusta	Becky Dennison		Secondary Principal / Charter Schools Partner
Regional - Bangor	Brian Langley	Restaurant owner, Bridge Year	Business Employer
Regional - Bangor	Deb Plowman	Associated Builders and Contractors	Business Employer
Regional - Bangor	Mary Giard	Project Director - RSU 22	Curriculum Director
Regional - Bangor	Micki Sumpter	Economic Development Board Ellsworth	Economic Development
Regional - Bangor	David Galin	Facilitator	Facilitator
Regional - Bangor	Dani Despins	MOA/CSR Coordinator	MDOE/CTE
Regional - Bangor	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Regional - Bangor	Doug Robertson	DOE Agriculture	MDOE/CTE
Regional - Bangor	Dwight Littlefield	State CTE Director	MDOE/CTE
Regional - Bangor	Karen Glew	KVCC Institutional Research	Postsecondary Education Administrator

Regional - Bangor	Karen Keim	Project Director -Talent Search U of Maine	Postsecondary Education Administrator
Regional - Bangor	Tom Grogan	Workforce Specialist - New Ventures Maine	Postsecondary Teacher
Regional - Bangor	Amy Boles	CTE Director, Ellsworth	Secondary CTE Director
Regional - Bangor	Greg Miller	CTE Director, Bangor	Secondary CTE Director
Regional - Bangor	Stanley Sluzenski	CTE Director, Calais	Secondary CTE Director
Regional - Bangor	Pamela Proulx-Curry	Alternative Education at Bangor H.S.	Secondary Educator/Advisor
Regional - Bangor	Tracey O'Connell	School Counselor	Secondary Guidance
Regional - Bangor	John Bird	CTE Committee Chair	State Board of Education
Regional - Caribou	David Galin	Facilitator	Facilitator
Regional - Caribou	Dani Despins	MOA/CSR Coordinator	MDOE/CTE
Regional - Caribou	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Regional - Caribou	Doug Robertson	DOE Agriculture	MDOE/CTE
Regional - Caribou	Dwight Littlefield	State CTE Director	MDOE/CTE
Regional - Caribou	Margaret Harvey	CTE Consultant, Middle School Programs	MDOE/CTE
Regional - Caribou	Shawn Lagasse	CTE Consultant, Data Specialist	MDOE/CTE
Regional - Caribou	Shannon Cook	NMCC	Postsecondary Education Administrator
Regional - Caribou	Tim Crowley	President, NMCC	Postsecondary Education Administrator
Regional - Caribou	Wendy Bradstreet	NMCC	Postsecondary Education Administrator
Regional - Caribou	Suzanne Senechal-Jandreau	New Adventures Maine	Postsecondary Education Partner
Regional - Caribou	Terry Sandusky	Board	School Board Member
Regional - Caribou	Hugh Porter	Lincoln	Secondary CTE

Regional - Caribou	Dave Keaton	CTE Director, Houlton	Secondary CTE Director
Regional - Caribou	Kevin Lavoie	CTE Director, Frenchville	Secondary CTE Director
Regional - Caribou	Ralph Conroy	CTE Director, Caribou	Secondary CTE Director
Regional - Caribou	Tim Prescott	CTE Director, Presque Isle	Secondary CTE Director
Regional - Westbrook	Anita St.Onge		Adult Education Partner
Regional - Westbrook	Tom Nash		Adult Education Partner
Regional - Westbrook	Dan Kolbert		Business Employer
Regional - Westbrook	George & Anna Mae Dykstra	Education Director	Maine Auto Dealers Association
Regional - Westbrook	Staci Grasky	Postsecondary Perkins Grant Manager	Maine Community College System
Regional - Westbrook	Lisa Martin	Executive Director	Manufacturers Association of Maine
Regional - Westbrook	Dani Despins	MOA/CSR Coordinator	MDOE/CTE
Regional - Westbrook	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Regional - Westbrook	Doug Robertson	DOE Agriculture	MDOE/CTE
Regional - Westbrook	Dwight Littlefield	State CTE Director	MDOE/CTE
Regional - Westbrook	Margaret Harvey	CTE Consultant, Middle School Programs	MDOE/CTE
Regional - Westbrook	Shawn Lagasse	CTE Consultant, Data Specialist	MDOE/CTE
Regional - Westbrook	Audrey Gup- Mathews		Postsecondary Education Administrator
Regional - Westbrook	Jeremy Kendal		Postsecondary Education Administrator
Regional - Westbrook	Lisa Sweet	New Ventures Maine	Postsecondary Education Partner
Regional - Westbrook	Chris Howell		SAU Assistant Superintendent
Regional - Westbrook	Kathy Sargent	CTE Director, Sanford	Secondary CTE Director

Regional - Westbrook	Paulette Bonneau	CTE Director, Biddeford	Secondary CTE Director
Regional - Westbrook	Rob Callahan	CTE Director, Lewiston	Secondary CTE Director
Regional - Westbrook	Todd Fields	CTE Director, Westbrook	Secondary CTE Director
Regional - Westbrook	Marge Govoni	School Board, CTE Advisory Board	Secondary Education Partner
Regional - Westbrook	Brian Jandreau		Secondary Principal
Regional - Westbrook	Ted Finn		Secondary Principal, Parent
Regional - Westbrook	Ali Plous		Special Population Representative
Regional - Westbrook	Linda Winton		
Statewide 11_01_19	Jane Blackwood	Director	Adult Education Partner
Statewide 11_01_19	Shellie Pride	Director Washington County Adult Ed.	Adult Education Partner
Statewide 11_01_19	Lori Napolitano	Assistant Superintendent, Bonney Eagle	Assistant Superintendent
Statewide 11_01_19	Bill Grant	Director, Auburn Adult & Community Education	Adult Education Partner
Statewide 11_01_19	Tony Ayotte	Cianbro	Business Employer
Statewide 11_01_19	Jason Judd	Executive Director, Educate Maine	Education Partner
Statewide 11_01_19	Dolly Sullivan	Educate Maine	Education Partner
Statewide 11_01_19	David Galin	Facilitator	Facilitator
Statewide 11_01_19	George & Anna Mae Dykstra	Education Director, Maine Administrators of CTE	Maine Auto Dealers Association
Statewide 11_01_19	Joan DeCosta	Postsecondary Perkins Grant Manager	Maine Community College System
Statewide 11_01_19	Eileen H. Miazga	Apprenticeship Specialist	Maine Dept of Labor
Statewide 11_01_19	Josh Howe	Workforce Development	Maine Dept of Labor
Statewide 11_01_19	Gail Senese	Director of Adult Education	MDOE

Statewide 11_01_19	Danielle Despins	MOA/CSR Coordinator	MDOE/CTE
Statewide 11_01_19	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Statewide 11_01_19	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Statewide 11_01_19	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Statewide 11_01_19	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Statewide 11_01_19	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Statewide 11_01_19	Dwight Littlefield	State CTE Director	MDOE/CTE
Statewide 11_01_19	Dwight Littlefield	State CTE Director	MDOE/CTE
Statewide 11_01_19	Dwight Littlefield	State CTE Director	MDOE/CTE
Statewide 11_01_19	Dwight Littlefield	State CTE Director	MDOE/CTE
Statewide 11_01_19	Dwight Littlefield	State CTE Director	MDOE/CTE
Statewide 11_01_19	Margaret Harvey	CTE Consultant, Middle School Programs	MDOE/CTE
Statewide 11_01_19	Margaret Harvey	CTE Consultant, Middle School Programs	MDOE/CTE
Statewide 11_01_19	Margaret Harvey	CTE Consultant, Middle School Programs	MDOE/CTE
Statewide 11_01_19	Shawn Lagasse	CTE Consultant, Data Specialist	MDOE/CTE
Statewide 11_01_19	Jean Dempster	New Ventures Maine	Postsecondary Education Partner
Statewide 11_01_19	Don Cannan	Executive Director	Secondary CTE
Statewide 11_01_19	Brenda Gammon	Director, Region 9	Secondary CTE Director
Statewide 11_01_19	Dave Keaton	CTE Director, Houlton	Secondary CTE Director
Statewide 11_01_19	Dave Keaton	CTE Director, Houlton	Secondary CTE Director
Statewide 11_01_19	Paulette Bonneau	CTE Director, Biddeford	Secondary CTE Director



Statewide 11_01_19	Paulette Bonneau	CTE Director, Biddeford	Secondary CTE Director
Statewide 11_01_19	Jenn Whittemore	CTE Student Services Coordinator, Region 9	Secondary Guidance
Statewide 11_01_19	Jana Lapoint	CTE Committee	State Board of Education
Statewide 11_01_19	John Bird	CTE Committee Chair	State Board of Education
Statewide 11_01_19	John Bird	CTE Committee Chair	State Board of Education
Statewide 12_18_18	Glenn Kapiloff	Adult Education Director, RSU 9	Adult Education Partner
Statewide 12_18_18	Hope Perkins	President & CEO	Associated Builders & Contractors
Statewide 12_18_18	Kevin Quist	Workforce Development Coordinator	Associated Builders & Contractors
Statewide 12_18_18	Matt Marks	CEO	Associated General Contractors
Statewide 12_18_18	Bill Grant	Director, Auburn Adult & Community Education	Adult Education Partner
Statewide 12_18_18	Kevin Gordon	Sargent Corporation	Business Employer
Statewide 12_18_18	Dan Coffey	Cianbro Institute, Manager	Business Employer/Trainer
Statewide 12_18_18	Ed Cervone	Executive Director, Educate Maine	Education Partner
Statewide 12_18_18	Rob Moody	President, Goodwill-Hinkley	Education Partner
Statewide 12_18_18	William Thompson	Senior Policy Advisor	Governor's Office
Statewide 12_18_18	George & Anna Mae Dykstra	Education Director	Maine Auto Dealers Association
Statewide 12_18_18	Tom Brown	President	Maine Auto Dealers Association
Statewide 12_18_18	Maria Fuentes	Executive Director	Maine Better Transportation Assn
Statewide 12_18_18	Janet Sortor	Chief Academic Officer	Maine Community College System
Statewide 12_18_18	Staci Grasky	Postsecondary Perkins Grant Manager	Maine Community College System
Statewide 12_18_18	Joan Dolan	Director of Apprenticeship	Maine Dept of Labor

Statewide 12_18_18	Josh Howe	Workforce Development	Maine Dept of Labor
Statewide 12_18_18	Jamie Py	President & CEO	Maine Energy Marketers Assn
Statewide 12_18_18	Patrick Strauch	Executive Director	Maine Forest Products Council
Statewide 12_18_18	Richard Erb	President & CEO	Maine Health Care Assn
Statewide 12_18_18	Tim Doyle	Vice President	Maine Motor Transport
Statewide 12_18_18	Steve Hewins	President & CEO	Maine Restaurant Association/Innkeepers
Statewide 12_18_18	Dana Connors	President	Maine State Chamber of Commerce
Statewide 12_18_18	Mark Brooks	Lieutenant	Maine State Troopers
Statewide 12_18_18	Lisa Martin	Executive Director	Manufacturers Association of Maine
Statewide 12_18_18	Gail Senese	Director of Adult Education	MDOE
Statewide 12_18_18	Jaci Holmes	Federal Liaison	MDOE
Statewide 12_18_18	Jan Breton	Director of Special Services	MDOE
Statewide 12_18_18	Janette Kirk	Director of Learning Systems	MDOE
Statewide 12_18_18	Jason Libby	Higher Education Specialist	MDOE
Statewide 12_18_18	Mary Paine	Chief of Planning and Implementation	MDOE
Statewide 12_18_18	Danielle Despins	MOA/CSR Coordinator	MDOE/CTE
Statewide 12_18_18	Donna Tiner	DOE Perkins Grant Manager	MDOE/CTE
Statewide 12_18_18	Doug Robertson	DOE Agriculture	MDOE/CTE
Statewide 12_18_18	Dwight Littlefield	State CTE Director	MDOE/CTE
Statewide 12_18_18	Margaret Harvey	CTE Consultant, Middle School Programs	MDOE/CTE
Statewide 12_18_18	Shawn Lagasse	CTE Consultant, Data Specialist	MDOE/CTE

Statewide 12_18_18	Beth Lambert	High School Coordinator	MDOE/Learning Systems
Statewide 12_18_18	Tonya Arnold	Dean of Students	Postsecondary Education Partner
Statewide 12_18_18	Dana Doran	Executive Director	Professional Logging Contractors
Statewide 12_18_18	Don Cannan	Executive Director, Maine Administrators of CTE	Secondary CTE
Statewide 12_18_18	Amy Boles	CTE Director, Ellsworth	Secondary CTE Director
Statewide 12_18_18	Brenda Gammon	Director, Region 9	Secondary CTE Director
Statewide 12_18_18	Brian Leavitt	CTE Director, Machias	Secondary CTE Director
Statewide 12_18_18	Dave Keaton	CTE Director, Houlton	Secondary CTE Director
Statewide 12_18_18	Greg Miller	CTE Director, Bangor	Secondary CTE Director
Statewide 12_18_18	Kevin Stilphen	CTE Director, Portland	Secondary CTE Director
Statewide 12_18_18	Paulette Bonneau	CTE Director, Biddeford	Secondary CTE Director
Statewide 12_18_18	Peter Hallen	CTE Director, Waterville	Secondary CTE Director
Statewide 12_18_18	Mark Hatch	Principal, Messalonskee Middle School	Secondary Education Partner
Statewide 12_18_18	Jenn Whittemore	CTE Student Services Coordinator, Region 9	Secondary Guidance
Statewide 12_18_18	Keith Derosby	Guidance Counselor, Messalonskee	Secondary Guidance
Statewide 12_18_18	Melissa Gagnon	Guidance Counselor, RSU 4	Secondary Guidance
Statewide 12_18_18	Arnold Shorey	Principal, Foxcroft Academy	Secondary Principal
Statewide 12_18_18	Jake Langlais	Principal, Lewiston	Secondary Principal
Statewide 12_18_18	Travis Barnes	Principal, Caribou	Secondary Principal
Statewide 12_18_18	Tina Collins	Special Education, RSU 73	Special Population Educator
Statewide 12_18_18	John Bird	CTE Committee Chair	State Board of Education

Statewide 12_18_18	Wilson Hess	Chair	State Board of Education
Statewide 12_18_18	Brian Carpenter	Superintendent, Presque Isle	Superintendent
Statewide 12_18_18	Deb Alden	Superintendent, RSU 10	Superintendent
Statewide 12_18_18	Heather Perry	Superintendent, Gorham	Superintendent
Statewide 12_18_18	Peter Thiboutot	Superintendent, Winslow	Superintendent
Statewide 12_18_18	Ron Ramsay	Superintendent, RSU 37	Superintendent

## Appendix B – Stakeholder Input

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

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

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

### Marketing CTE

Parent awareness starting early	22
PR campaign - show what CTE is	19
Reach out to and invite all stakeholders into the CTE schools (high light programming at all of the CTE schools)	15
Promote CTE pathways to students - CTE is ok for college bound	2
CTE education is pathway out of poverty	
Involve trade associations	
Reach out to 4-year institutions to demonstrate value of CTE	
Careers in demand PSA	
CAREER is end goal whether go to CTE or college	

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<b>Total Points Statewide</b>	<b>58 10%</b>
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### Teachers

Professional Development	34
Teacher sharing to solve rural area distance issue	2
Require CTE in ALL teacher training	7
More CTE teacher prep programs	3
Review certification requirements / process	

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<b>Total Points Statewide</b>	<b>46 8%</b>
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Total available points = 575

**Appendix C – Perkins Timeline**

# Perkins V Timeline

Date	Event
July 31, 2018	Perkins V signed into law
December 19, 2018	Introductory Statewide Stakeholder Meeting
February 1, 2019	Stakeholder Survey (replaced cancelled meeting)
February 8, 2019	Stakeholder Meeting (cancelled due to weather)
April 23, 2019	Regional Stakeholder Meetings - Bangor
April 24, 2019	Regional Stakeholder Meetings - Westbrook)
April 25, 2019	Regional Stakeholder Meetings - Augusta
May 1, 2019	Regional Stakeholder Meeting - Caribou
May 7, 2019	Draft Transition Plan submitted to Governor
May 15, 2019	Transition State Plan approved by State Board of Education
May 15, 2019	State Board approved Final Transition Plan submitted to the Governor
May 24, 2019	Transition State Plan submitted to OCTAE
June 19, 2019	Statewide Stakeholder Meeting
July 1, 2019	Write 4-Year State Plan draft
September 1, 2019	Accountability Report finalization
September 30, 2019	Accountability Measures
October 1, 2019	60 day Comment Period for Accountability - posted on site
November 1, 2019	Schedule Full Stakeholder meeting to review draft plan



December 19, 2019	Submit final draft to CTE Committee
December 19, 2019	30 day Comment Period for final draft State Plan - posted on site
December 19, 2019	Notice of Public Hearing
January 8, 2020	Public Hearing - 103 A and B
January 23, 2020	Final State Plan to CTE Committee State Board of Education
February 12, 2020	State Board of Education State Plan Approval
March 1, 2020	Submit State Board approved State Plan to Governor
April 1, 2020	Submit 4-year State Plan to OCTAE

**Appendix D – Local Application**

**Maine Perkins V  
Eligible Recipient Local Application**

**For the Strengthening Career and Technical Education For The 21<sup>st</sup>  
Century Act (P. L. 115-224)**



**GRANT REQUEST COVER PAGE**

Local Application for Assistance Under Title I, Part C of the Strengthening Career and Technical Education for the 21st Century Act – Perkins V (P.L. 115-224)

NAME OF  
UNIT  
UNIT  
ADDRESS  
  
TELEPHONE  
#  
FAX #  
Program  
Year  
State Fiscal  
Year  
GENERAL ASSURANCE

NAME OF CONTACT PERSON SCHOOL/DISTRICT OFFICE ADDRESS  TELEPHONE # FAX # E-MAIL
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I hereby certify that, to the best of my knowledge:

the grant funds will be expended as stated in the goals and activities of this grant request and no changes to the goals, activities or budget set forth in this grant document will be made until MDOE approval is granted;

the Grantee has complied with certification or sub-grantee debarment, suspension and other responsible matters. (Forms available on State of Maine Consolidated Grant Request website, [www.4pcmaine.org](http://www.4pcmaine.org)); and

the Grantee will comply with all assurances and certifications listed in this Grant Request, Grant Request Guidance sections and applicable state and federal laws including all applicable Education Department General Administrative Regulations (EDGAR) and Codes of Federal Regulations (CFR) including 34 CFR parts 75, 76, 77, 81 and 2 CFR Part 200.

2 CFR Part 200, Section 200.425 Audit Services requires that grantees or subrecipients that expend \$750,000 or more in Federal awards during their fiscal year are subject to an audit requirement. Audit requirements for State and local governments, and non-profit organizations receiving Federal awards or subawards, are defined in 2 CFR Part 200 Subpart F 200.500 - 200.521. All School Administrative Units are required to comply with Title 20-A, Chapter 221, Subchapter 2 §6051 (6), requiring that each school board provide a copy of the audit report to the Commissioner of the Department of Education within six months after the end of the audit period (<http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec6051.html>).

For the Perkins V Application, the authorized official may give permission for his/her Designee to request and submit a Vendor Reimbursement Request, but this does not remove the responsibility

of the authorized official. The Vendor Reimbursement Request is based upon an expenditure list. The supporting documentation for all the allowable costs and a copy of the Vendor Reimbursement Request will be on file at the Grantee's office

Supplement Not Supplant

The Perkins grant funds must be used to Supplement/Not Supplant State and Local funds to schools.

By using my PIN to electronically submit this document (electronic signature) I agree to all statements above and conditions listed in the grant approval letter.

Submitted by: Director

Certified by Electronic Signature on 06/27/2019

by, Superintendent

## APPROVED PROGRAM TABLE

### SEC. 134(c)(2)(B) (Required #2-a)

The secondary Career and Technical Education (CTE) programs in the table below have been approved via the Maine Department of Education CTE program approval process to ensure they are sufficient in size, scope, and quality to meet the needs of all secondary students served.

- A. As required by your local needs assessment, please describe, in the text box below, how your approved programs are aligned to in-demand industry sectors or occupations. (identified by the State or local workforce development boards or meet local education or economic needs not identified by one of these boards)

Indicate agreement that the list of MDOE approved programs listed in the table below are complete and accurate. (If table is not accurate contact the Perkins grant manager to address concerns before certifying and submitting this section.)

### SAMPLE TABLE

CIP Code	Program Name
12.0503	Culinary Arts/Chef Training
19.0709	Child Care Provider/Assistant
43.0000	Security and Protective Services
46.0201	Carpentry/Carpenter
46.0302	Electrician
47.0104	Computer Installation and Repair Technology/Technician
47.0302	Heavy Equipment Maintenance Technology/Technician
47.0603	Autobody/Collision and Repair Technology/Technician
47.0604	Automobile/Automotive Mechanics Technology/Technician
47.0606	Small Engine Mechanics and Repair Technology/Technician
48.0508	Welding Technology/Welder
50.0409	Graphic Design
51.0000	Health Services/Allied Health/Health Sciences, General
99.4000	Maine CTE Academics
99.7000	Maine CIP-Diversified Occupations
31.0601	Outdoor Education

**COMPREHENSIVE NEEDS ASSESSMENT (Required #1)**

SEC. 134(b)(1) and 134(c)

In the text boxes below describe the results of your comprehensive needs assessment. (The Comprehensive Needs Assessment must be conducted not less than once every 2 years.)

A full copy of your Local Needs Assessment completed template must be emailed to the Perkins Grant Manager prior to submitting your annual Perkins application.

- What process you will use to continue consultation with stakeholders?
- Provide a description of the results of the comprehensive needs assessment.
- List approved programs to be supported with Perkins funds based on the comprehensive needs assessment.

**ADMINISTRATION PLAN**

SEC.135(d)

In the text boxes provided below please describe how you will use up to 5 percent of your Perkins V grant award for costs associated with the administration of activities under this grant award.

- A. Administration Plan Activities funded by Perkins. (Please note that the Perkins funded administration cannot exceed 5 % inclusive of both direct and in-direct costs.)

## ACADEMIC INTEGRATION and PROGRAMS OF STUDY SEC. 134

(b)(2), (b)(4) (b)(7), (c)(2)(1)(C)

### SEC. 135 (b)(4) and (b)(5) (Required #4)

#### Academics

In the text boxes provided below, please provide the following information:

- What strategies/activities will be employed to ensure CTE students achieve the rigorous and challenging State academic standards adopted under ESSA at the secondary level or the required academic skills at the postsecondary level?
- Describe how program instructors and administration collaborate between secondary and postsecondary programs to ensure alignment of curriculums and standards in order to meet the needs of students and the workforce.
- What is your school doing to improve the academic and technical skills of CTE students and CTE programs by strengthening the academic and technical components through the integration and alignment of academic and technical standards to ensure learning in the subjects that constitute a well- rounded education?

## CONCURRENT/DUAL ENROLLMENT and ARTICULATED PROGRAMS OF STUDY

**A statewide Articulation Agreement** is a signed commitment that is agreed upon at the State level or approved annually by the lead administrators of the partnering institutions (secondary to postsecondary or subbaccalaureate to baccalaureate) designed to provide students with a nonduplicative sequence of progressive achievement leading to technical skill proficiency, a credential, a certificate, or a degree; and is linked through credit transfer agreements between the 2 institutions. A local Articulation Agreement is a signed written commitment that is agreed upon at the Local level and signed annually by the lead administrators of the partnering institutions.

**A Dual and Concurrent enrollment program** is a program offered by a partnership between at least one institution of higher education and at least one local educational agency through which a secondary school student, who has not graduated from high school with a regular high school diploma, is able to enroll in one or more postsecondary courses and earn postsecondary credit that is transferable to the institutions of higher education in the partnership; and applies toward completion of a postsecondary degree or recognized credential.

**A Program of Study** is a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- incorporates challenging State academic standards, including those adopted by a State under section ESEA;
- addresses both academic and technical knowledge and skills, including employability skills;
- is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- progresses in specificity (beginning with all aspects of an industry or career

- cluster and leading to more occupation-specific instruction);
- has multiple entry and exit points that incorporate credentialing; and culminates in the attainment of a recognized postsecondary credential.

NOTE – Based on Maine’s CTE graduation pathway, and the Perkins V definitions above, all State

**approved secondary CTE programs that offer nonduplicative, technical concurrent/dual enrollment or articulated credit options with a postsecondary program in the relevant career and technical education career pathway are defined as a Program of Study.**

SEC. 122(d)(4)(A) requires State level programs of study that are made available for adoption by eligible recipients. Maine currently has 4 State level programs of study aligned with the Maine Community College System. Please indicate which State level program(s) of study you have adopted at your school/college.

<input type="checkbox"/> Culinary Arts
<input type="checkbox"/> Electrical
<input type="checkbox"/> Precision Machining
<input type="checkbox"/> Automotive

- A. Using the definition above, indicate which programs at your school are local programs of study and select which postsecondary institution students in your programs of study receive articulated credit. **(Required #2-b)**

SAMPLE TABLE			
CIP Code	CIP Title	Program of Study	Postsecondary Institution
12.0503	Culinary Arts/Chef Training		
19.0709	Child Care Provider/Assistant		
43.0000	Security and Protective Services		
46.0201	Carpentry/Carpenter		
46.0302	Electrician		
47.0104	Computer Installation and Repair Technology/Technician		
47.0302	Heavy Equipment Maintenance Technology/Technician		
47.0603	Autobody/Collision and Repair Technology/Technician		
47.0604	Automobile/Automotive Mechanics Technology/Technician		
47.0606	Small Engine Mechanics and Repair Technology/Technician		
48.0508	Welding Technology/Welder		
50.0409	Graphic Design		
51.0000	Health Services/Allied Health/Health Sciences, General		
99.4000	Maine CTE Academics		
99.7000	Maine CIP-Diversified Occupations		
31.0601	Outdoor Education		

- B. What additional programs will you be working to develop into programs of study?

- C.** Describe the opportunities for students to gain postsecondary credit while still attending high school. (such as dual or concurrent enrollment) **(Required #7)**



- D. Describe how students, including students who are members of special populations, learn about CTE programs and whether the programs are programs of study. (include: secondary – how students know what programs offer postsecondary credit opportunities / postsecondary how students coming from an articulated secondary CTE program are informed about applying earned credit towards their postsecondary education)
- E. Describe other educational opportunities you are providing to improve CTE programs such as: opportunities for students to participate in distance CTE and blended-learning programs opportunities for students to participate in competency-based education programs
- - activities that increase access, student engagement, and success in STEM fields for students who are members of groups underrepresented in such subject fields
  - - CTE options, in a school or other educational setting, for adults or out-of-school youth to complete secondary school education or upgrade technical skills
  - - making instructional content widely available, which may include use of open educational resources; and/or
  - - integrating arts and design skills, when appropriate, into career and technical education programs and programs of study
- F. How do you integrate employability skills into CTE programs, including through family and consumer science programs?

**SERVICES FOR SPECIAL POPULATIONS: (Required #5)**

SEC. 134 (b)(5), 134 (c)(2)(1)(E)

SEC. 135 (b)(5)(S)

In the text boxes provided below please describe how you will address the needs of special populations. Special population supports are imbedded in all sections of the Perkins application requirements, but this section addresses the specific needs and resources available, including resources for nontraditional students.

**These sections need to be completed even if funded by non-Perkins funds.**

*Definition (excerpted from Perkins V). -the term 'special populations' means-*

- a. individuals with disabilities;
- b. individuals from economically disadvantaged families, including low-income youth and adults;
- c. individuals preparing for nontraditional fields;
- d. single parents, including single pregnant women;
- e. out-of-workforce individuals;
- f. English learners;
- g. homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);
- h. youth who are in, or have aged out of, the foster care system; and
- i. youth with a parent who—
  - i. is a member of the armed forces and
  - ii. is on active duty

A. How will you remove barriers that may result in lower rates of access, or lower performance results for special populations? Provide programs that are designed to enable special populations to meet the local levels of performance. Address disparities and/or gaps in performance of special populations on Perkins accountability measures.

B. Provide activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.

C. How will you ensure that members of special populations will not be discriminated against on the basis of their status as members of special populations?

Below is a partial list of what you can include in this section.

- Provide your Notice of Non-Discrimination that is featured on all written documents that go to the public including your website.
- Provide policies related to civil rights your school has featured in your student handbook to address harassment, discrimination, and diversity, bullying and hazing policies along with grievance procedures. If the handbook is on the web, please include the link address.
- Examples of nondiscrimination training provided to students and staff.
- List any exemplary community or outreach efforts that showcase student cooperation, climate and civil rights.

D. How will you ensure equal access for special populations to career and technical education programs?

- E. How will you recruit, support, and prepare CTE students for nontraditional fields?  
(Secondary schools should provide middle school efforts.)
  
- F. What supports do you have in place to reduce or eliminate economic barriers and expenses for special populations participating in career and technical education? Include assistance for special population students participating in dual or concurrent enrollment programs and the associated costs such as fees, transportation, child care, or mobility assistance.

**CAREER EXPLORATION AND CAREER DEVELOPMENT (Required #3)**

SEC. 134(3) SEC.  
135(b)(1)

- A. How will you provide career exploration and career development activities, or services, for middle school grade students to assist them in making informed plans and decisions about future education and career opportunities? Address the following:
- introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
  - programs and activities related to the development of student graduation and career plans; and Experiences in, and comprehensive understanding of, all aspects of an industry and its career pathway opportunities.
- B. How will you provide career exploration and career development activities or services, for high school students, before they enroll in, and while they participate in, a CTE program, to assist them in making informed plans and decisions about future education and career opportunities? Address the following:
- introductory courses or activities focused on career exploration and career awareness, including non-traditional fields;
  - programs and activities related to the development of student graduation and career plans; academic and financial aid counseling;
  - Experiences in, and comprehensive understanding of, all aspects of an industry and its career pathway opportunities; and
  - readily available career and labor market information, including information on—
    - occupational supply and demand;
    - educational requirements;
    - other information on careers aligned to State, local, or Tribal (as applicable) economic priorities; and
    - employment sectors.
- C. How will you provide career information on employment opportunities that incorporate the most up-to-date information on high-skill, high-wage, or in-demand industry sectors or occupations, based on your local comprehensive needs assessment and the educational requirements of said occupations?
- D. How will students be provided an organized system of career guidance both before enrolling in, and while participating in, a CTE program?

*(You MUST include activities for both Question A: and Question B even if no Perkins funds are used as Perkins Reports are required for accountability purposes.)*

**Consultation and Collaboration**

SEC. 134(b)(3), 134(d), 134(e) SEC. 135(b)(5)(B), (H)

In the text boxes provided below please describe the required and ongoing consultation you engaged in with your stakeholders during the development of your comprehensive needs assessment and local application. The required diverse body of stakeholders, including, at a minimum—Secondary CTE teachers, career guidance counselors, academic counselors, principals, other school leaders, and administrators; specialized instructional support personnel and paraprofessionals; postsecondary CTE faculty and administrators; workforce development boards; business and industry; parents ; students; representatives of special populations; agencies serving out-of-school youth, homeless children and youth, and at-risk youth; representatives of Indian Tribes and Tribal organizations; and other interested stakeholders.

In the table below select how you effectively consult with required stakeholders on an ongoing basis and apprise these stakeholders of how the results of the comprehensive needs assessment informed the selection of the specific career and technical education programs and activities to be funded.

**Methods**

Stakeholders	Board / Region Meetings	Community Events	Community Emails	Evaluations	Social Media	Forums	IEP	Leadership Events	Newsletters	Open House	PAC Meetings	Personal Interviews	School Catalog	School Tours	Surveys	Telephone Calls	Videos	Website	Other
Secondary CTE Teachers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary Career Guidance Counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary Academic Counselors	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Principals	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Secondary School Leaders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary Administrators	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Secondary Specialized Instructional Support Personnel	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Postsecondary CTE Faculty and Administrators;	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Workforce Development Boards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Business and Industry	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Parents	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Representatives of Special Populations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Agencies serving out-of-school, homeless, and at-risk youth	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Indian Tribes and Tribal Organizations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Other Stakeholders	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Identify any other stakeholders:

- A. How are you collaborating and coordinating with other education and workforce development programs and initiatives and local workforce agencies? (Such as career pathways and sector partnerships developed under WIOA and other Federal laws and initiatives that provide students with transition-related services, including the Individuals with Disabilities Education Act.)
- B. How do you ensure that Perkins funds are used in a coordinated manner with other local resources ensuring funds are used to supplement and not supplant other funding streams?

**EVALUATION:**

SEC. 134(e),34(c)(2)(1)(B) SEC. 135(b)(6)

In the text boxes provided below please describe how you will ensure independent evaluation of your CTE programs to ensure they are of size, scope, and quality to meet Perkins requirements.

- A. What is the last date of your comprehensive School review? If you do not use the MDOE schoolwide comprehensive school review, please indicate which external organization you use to meet this requirement. (such as NECHE or NEASC)
- B. How often do review your programs with program advisory committees using a common program evaluation tool? (A common program evaluation tool is a school developed rubric to ensure all programs are reviewed equally.) Also include the format of your PAC meetings, such as face-to-face in house, in the field, or technology based written or visual.

**Secondary required PAC membership: Teachers, Students, Secondary constituents, Postsecondary constituents, Business/Industry partners other interested or concerned stakeholders**

- C. How do you engage industry and employers to ensure CTE programs align with skills required by local employer, including the identification of relevant standards, curriculum, industry-recognized credentials, and current technology and equipment?
- D. How do you ensure your programs are responsive to employment needs? Address the following:
- aligned with employment priorities in the State, regional, or local economy (identified by employers, which may include in-demand industry sectors or occupations identified by the local workforce development board);
  - informed by labor market information (including information provided under section 15(e)(2)(C) of the Wagner-Peyser Act (29 U.S.C. 491–2(e)(2)(C)); and
  - designed to meet current, intermediate, or long-term labor market projections.
- E. How do you evaluate your programs to ensure they are of sufficient size, scope, and quality to be effective and meet the requirements of the Perkins Act?
- F. How do you evaluate your programs to ensure the needs of special populations are being met?

**INDUSTRY STANDARDS AND CERTIFICATIONS (Required #6)**

SEC. 134 (b)(6), 134(c)(2)(1)(B)(ii)

SEC. 135 (3), 135(5)(E)(F)(O)

In the text boxes provided below please address each of the following:

- A. How are secondary industry standards and certifications aligned to postsecondary education opportunities?
- B. How do instructors/faculty and supervisors determine which industry standards and certifications are used in programs?
- C. How will CTE students be provided the skills necessary to pursue careers in high-skill, high-wage, or in-demand industry sectors or occupations? (Such as Nationally Recognized Technical Skill Certification and Standards, State Licensures and other third-party assessments.)(You MUST include an activity for this question even if no Perkins funds are used as Perkins reports are required for accountability purposes.)
- D. What work-based learning opportunities, including simulated work environments, are provided for CTE students?
- E. What CTSOs (career and technical student organizations) opportunities, that are aligned with CTE program standards and curricula, are available to CTE students?

**EQUIPMENT/TECHNOLOGY/SUPPLIES**

SEC. 135(b)(5)(D)

This section is for ALL equipment, minor equipment, and supplies activities for your programs. The programs supported must be aligned to your local needs assessment.

- A. In the text box below list the program(s) for which you will use Perkins funds to purchase machinery, testing equipment, tools, implements, hardware, consumables, or other new and emerging instructional materials that are aligned with business and industry needs. Also, include a brief explanation of how these expenditures align to you needs assessment.

Create one activity for each program you will be supporting with FY20 Perkins funds. Include all equipment, minor equipment, and supplies being purchased. In the activity narrative include details on the supplies being purchased for the program.

Activity Description:

Budget: #1

6000 Supplies / Consumables	6150 Minor Equipment	7300 Equipment	Total

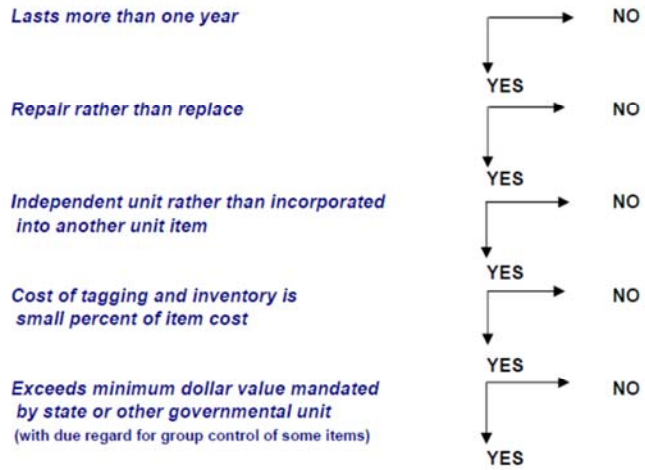
**Equipment Purchases (135-4)**

Facility Construction or Remodeling	Renovation of the school facility cannot be funded by the Perkins grant. However, equipment required to startup or upgrade CTE programs is allowable.
Equipment	Equipment is defined as "an article of nonexpendable, tangible personal property having a useful life of more than one year". Equipment with a purchase price limitation of 1,000 or more must be accounted for and controlled in accordance with the provisions of OMB Part 200. Minor equipment lists should be kept for equipment costing less than \$1,000 with a useful life equal to or longer than one year.
Inventory and Labeling of Perkins Equipment	The local school district must inventory any equipment purchased with Perkins funds. All equipment must be permanently tagged with grant source, year of purchase, school name, and program area.
Equipment Shared with Disciplines other than CTE	The primary use of equipment purchased with Perkins funds should be utilized by CTE students who are enrolled in approved CTE programs
Limitation for Certain Students	SEC 215. LIMITATION FOR CERTAIN STUDENTS No funds received under this Act may be used to provide career and technical education programs to students prior to the middle grade, except that equipment and facilities purchased with funds under this Act may be used by such students.
Installation Shipping Charges	Please include the cost of shipping and installation in accordance with the accounting practices of your business office. Installation cannot include building



### CRITERIA FOR DISTINGUISHING SUPPLY ITEMS FROM EQUIPMENT ITEMS

*At first "no", item is determined to be a supply, not equipment*



#### **EQUIPMENT\*\***

\*\* An equipment item is any instrument, machine, apparatus or set of articles that meets all of the following criteria:

- 1) It retains its original shape, appearance and character with use.
- 2) It does not lose its identity through fabrication or incorporation into a different or more complex unit or substance.
- 3) It is nonexpendable; that is, if the item is damaged or some of its parts are lost or worn out, it is more feasible to repair the item than to replace it with an entirely new unit.
- 4) Under normal conditions of use, including reasonable care and maintenance, it can be expected to serve its principal purpose for at least one year.

Please be sure that your business office invoices for reimbursement the same way you categorize your items. The only caveat to that is that the State considers equipment as items over \$1,000 and those should be in 7300. As that may be more restrictive than your business office, they may need to crosswalk to their lesser restrictive amounts. Keep in mind that "walkable items" such as Ipads, cameras and other devices, must be inventoried and kept track of in accordance with Federal law so putting those items in minor equipment 6150 would be the best course of action.

**PROFESSIONAL DEVELOPMENT (Required #8)**

SEC. 134(b)(8), 134(c)(2)(D), and 135(b)(2)

In the text boxes provided describe how will you provide professional development for teachers, faculty, school leaders, administrators, specialized instructional support personnel, career guidance and academic counselors, or paraprofessionals addressing the opportunities below. (You MUST include at least one activity for this section even if no Perkins funds are used as reporting is required for accountability purposes.)

- What professional development do you offer to provide academic and CTE instructional approaches? Such as professional development on:
  - the integration of academic and career and technical education standards and curricula;
  - strategies to improve student achievement and close gaps in student participation and performance in CTE; and
  - how to advance knowledge, skills, and understanding in pedagogical practices, including evidence-based pedagogical practices:
  
- What professional development do you offer on how to provide appropriate accommodations for individuals with disabilities or on frameworks to effectively teach students, including students with disabilities and English learners? (Such as universal designs for learning, multi-tier systems of supports, and positive behavioral interventions and support.)
  
- What professional development do you provide in order to advance knowledge, skills, and understanding of all aspects of an industry, including the latest workplace equipment, technologies, standards, and credentials? Such as:
  1. to ensure the most current labor market information is used to keep programs up to date and used for student career guidance;
  2. internship programs for faculty that provide relevant business experience; and
  3. to show how community spaces can be used to provide access to tools, technology, and knowledge for students and entrepreneurs, such as makerspaces or libraries?
  
- D. How does your school recruit, prepare, and retain CTE personnel who meet applicable State certification and licensure requirements? Include the supports available for teachers coming directly from industry and a description of the coordinated efforts between secondary and postsecondary to support these efforts.

ACCOUNTABILITY

**SEC.113**, 134(b)(9), 134(c)(2)(A)and 135(b)(6)

In the text boxes below please:

A. Describe how the CTE activities will be carried out with respect to meeting the state and local adjusted levels of performance established under section 113.

B. Local negotiated levels of performance for each of the program years covered by the local plan:

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1S1: Four-Year Graduation Rate					
2S1: Academic Proficiency in Reading Language Arts					
2S2: Academic Proficiency in Mathematics					
2S3: Academic Proficiency in Science					
3S1: Postsecondary Placement					
4S1: Non-traditional Program Enrollment					
5S1: Program Quality					

C. Indicate agreement on local performance levels for the core indicators required in CAR.

Yes

D. Please provide your improvement plan for each performance indicator which has not met at the 90% agreed level. If details of the improvement plan(s) appear in a different place(s) within the grant, please cut/paste the details of your plan below.

1S1

2S1

2S2

2S3

3S1

4S1

5S1

- E. Describe of how you will address disparities or gaps in performance in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions such recipient will take to eliminate those disparities or gaps. **(Requirement #9)**

For Postsecondary:

**ACCOUNTABILITY**

**SEC.113**, 134(b)(9), 134(c)(2)(A)and 135(b)(6)

In the text boxes below please:

- A. Describe how the CTE activities will be carried out with respect to meeting the state and local adjusted levels of performance established under section 113.
- B. Local negotiated levels of performance for each of the program years covered by the local plan:

Indicators	Baseline Level	Performance Levels			
		FY 2020	FY 2021	FY 2022	FY 2023
1P1: Postsecondary Retention and Placement					
2P1: Earned Recognized Postsecondary Credential					
3P1: Non-traditional Program Enrollment					

- C. Indicate agreement on local performance levels for the core indicators required in CAR.
  - Yes
- D. Please provide your improvement plan for each performance indicator which has not met at the 90% agreed level. If details of the improvement plan(s) appear in a different place(s) within the grant, please cut/paste the details of your plan below.

1P1

2P1

3P1

ASSURANCES AND CERTIFICATIONS - CARL D. PERKINS GRANT

**APPLICANT:**

**AGREEMENT AMOUNT:**

**DATE:**

**INVOICES AND PAYMENTS** The Department will pay the provider as follows:

Per the requirements of the Maine Department of Education Grant Reimbursement payments will be invoiced and paid through the online application and reimbursement site. <https://www.4pcmaine.org>

Payments are subject to the Provider's compliance with all items set forth in this Agreement and subject to the availability of funds. The Department will process approved payments within 30 days.

1. **BENEFITS AND DEDUCTIONS** If the Provider is an individual, the Provider understands and agrees that he/she is an independent contractor for whom no Federal or State Income Tax will be deducted by the Department, and for whom no retirement benefits, survivor benefit insurance, group life insurance, vacation and sick leave, and similar benefits available to State employees will accrue. The Provider further understands that annual information returns, as required by the Internal Revenue Code or State of Maine Income Tax Law, will be filed by the State Controller with the Internal Revenue Service and the State of Maine Bureau of Revenue Services, copies of which will be furnished to the Provider for his/her Income Tax records.
2. **INDEPENDENT CAPACITY** In the performance of this Agreement, the parties hereto agree that the Provider, and any agents and employees of the Provider shall act in the capacity of an independent contractor and not as officers or employees or agents of the State.
3. **DEPARTMENT'S REPRESENTATIVE** The Agreement Administrator shall be the Department's representative during the period of this Agreement. He/she has authority to curtail services if necessary to ensure proper execution. He/she shall certify to the Department when payments under the Agreement are due and the amounts to be paid. He/she shall make decisions on all claims of the Provider, subject to the approval of the Commissioner of the Department.
4. **AGREEMENT ADMINISTRATOR** All progress reports, correspondence and related submissions from the Provider shall be submitted to:

Name: Janette Kirk  
Chief Academic Officer  
Dept. of Education, Career and Technical Education,  
Station #23,  
Augusta, Maine 04333

5. **CHANGES IN THE WORK** The Department may order changes in the work, the Agreement Amount being adjusted accordingly. Any monetary adjustment or any

substantive change in the work shall be in the form of an amendment, signed by both parties and approved by the State Purchases Review Committee. Said amendment must be effective prior to execution of the work.

6. **SUB-AGREEMENTS** Unless provided for in this Agreement, no arrangement shall be made by the Provider with any other party for furnishing any of the services herein contracted for without the consent and approval of the Agreement Administrator. Any sub-agreement hereunder entered into subsequent to the execution of this Agreement must be annotated "approved" by the Agreement Administrator before it is reimbursable hereunder. This provision will not be taken as requiring the approval of contracts of employment between the Provider and its employees assigned for services thereunder.
7. **SUBLETTING, ASSIGNMENT OR TRANSFER** The Provider shall not sublet, sell, transfer, assign or otherwise dispose of this Agreement or any portion thereof, or of its right, title or interest therein, without written request to and written consent of the Agreement Administrator. No subcontracts or transfer of agreement shall in any case release the Provider of its liability under this Agreement.
8. **EQUAL EMPLOYMENT OPPORTUNITY** During the performance of this Agreement, the Provider agrees as follows:
  - a. The Provider shall not discriminate against any employee or applicant for employment relating to this Agreement because of race, color, religious creed, sex, national origin, ancestry, age, physical or mental disability, or sexual orientation, unless related to a bona fide occupational qualification. The Provider shall take affirmative action to ensure that applicants are employed and employees are treated during employment, without regard to their race, color, religion, sex, age, national origin, physical or mental disability, or sexual orientation. Such action shall include but not be limited to the following: employment, upgrading, demotions, or transfers; recruitment or recruitment advertising; layoffs or terminations; rates of pay or other forms of compensation; and selection for training including apprenticeship. The Provider agrees to post in conspicuous places available to employees and applicants for employment notices setting forth the provisions of this nondiscrimination clause.
  - b. The Provider shall, in all solicitations or advertising for employees placed by or on behalf of the Provider relating to this Agreement, state that all qualified applicants shall receive consideration for employment without regard to race, color, religious creed, sex, national origin, ancestry, age, physical or mental disability, or sexual orientation.
  - c. The Provider shall send to each labor union or representative of the workers with which it has a collective bargaining agreement, or other agreement or understanding, whereby it is furnished with labor for the performance of this Agreement a notice to be provided by the contracting agency, advising the said labor union or workers' representative of the Provider's commitment under this section and shall post copies of the notice in conspicuous places available to employees and applicants for employment.

- d. The Provider shall inform the contracting Department's Equal Employment Opportunity Coordinator of any discrimination complaints brought to an external regulatory body (Maine Human Rights Commission, EEOC, Office of Civil Rights) against their agency by any individual as well as any lawsuit regarding alleged discriminatory practice.
  - e. The Provider shall comply with all aspects of the Americans with Disabilities Act (ADA) in employment and in the provision of service to include accessibility and reasonable accommodations for employees and clients
  - f. Contractors and subcontractors with contracts in excess of \$50,000 shall also pursue in good faith affirmative action programs.
  - g. The Provider shall cause the foregoing provisions to be inserted in any subcontract for any work covered by this Agreement so that such provisions shall be binding upon each subcontractor, provided that the foregoing provisions shall not apply to contracts or subcontracts for standard commercial supplies or raw materials.
9. **EMPLOYMENT AND PERSONNEL** The Provider shall not engage any person in the employ of any State Department or Agency in a position that would constitute a violation of 5 MRSA § 18 or 17 MRSA § 3104. The Contractor shall not engage on a full-time, part-time or other basis during the period of this Agreement, any other personnel who are or have been at any time during the period of this Agreement in the employ of any State Department or Agency, except regularly retired employees, without the written consent of the State Purchases Review Committee. Further, the Provider shall not engage on this project on a full-time, part-time or other basis during the period of this Agreement any retired employee of the Department who has not been retired for at least one year, without the written consent of the State Purchases Review Committee. The Provider shall cause the foregoing provisions to be inserted in any subcontract for any work covered by this Agreement so that such provisions shall be binding upon each subcontractor, provided that the foregoing provisions shall not apply to contracts or subcontracts for standard commercial supplies or raw materials.
10. **STATE EMPLOYEES NOT TO BENEFIT** No individual employed by the State at the time this Agreement is executed or any time thereafter shall be admitted to any share or part of this Agreement or to any benefit that might arise therefrom directly or indirectly that would constitute a violation of 5 MRSA § 18 or 17 MRSA § 3104. No other individual employed by the State at the time this Agreement is executed or any time thereafter shall be admitted to any share or part of this Agreement or to any benefit that might arise therefrom directly or indirectly due to his employment by or financial interest in the Provider or any affiliate of the Provider, without the written consent of the State Purchases Review Committee. The Provider shall cause the foregoing provisions to be inserted in any subcontract for any work covered by this Agreement so that such provisions shall be binding upon each subcontractor, provided that the foregoing provisions shall not apply to contracts or subcontracts for standard commercial supplies or raw materials.
11. **WARRANTY** The Provider warrants that it has not employed or contracted with any company or person, other than for assistance with the normal study and preparation of

- a proposal, to solicit or secure this Agreement and that it has not paid, or agreed to pay, any company or person, other than a bona fide employee working solely for the Provider, any fee, commission, percentage, brokerage fee, gifts, or any other consideration, contingent upon, or resulting from the award for making this Agreement. For breach or violation of this warranty, the Department shall have the right to annul this Agreement without liability or, in its discretion to otherwise recover the full amount of such fee, commission, percentage, brokerage fee, gift, or contingent fee.
12. **ACCESS TO RECORDS** As a condition of accepting a contract for services under this section, a contractor must agree to treat all records, other than proprietary information, relating to personal services work performed under the contract as public records under the freedom of access laws to the same extent as if the work were performed directly by the department or agency. For the purposes of this subsection, "proprietary information" means information that is a trade secret or commercial or financial information, the disclosure of which would impair the competitive position of the contractor and would make available information not otherwise publicly available. Information relating to wages and benefits of the employees performing the personal services work under the contract and information concerning employee and contract oversight and accountability procedures and systems are not proprietary information. The Provider shall maintain all books, documents, payrolls, papers, accounting records and other evidence pertaining to this Agreement and make such materials available at its offices at all reasonable times during the period of this Agreement and for such subsequent period as specified under Maine Uniform Accounting and Auditing Practices for Community Agencies (MAAP) rules. The Provider shall allow inspection of pertinent documents by the Department or any authorized representative of the State of Maine or Federal Government, and shall furnish copies thereof, if requested. This subsection applies to contracts, contract extensions and contract amendments executed on or after October 1, 2009.
13. **TERMINATION** The performance of work under the Agreement may be terminated by the Department in whole, or in part, whenever for any reason the Agreement Administrator shall determine that such termination is in the best interest of the Department. Any such termination shall be effected by delivery to the Provider of a Notice of Termination specifying the extent to which performance of the work under the Agreement is terminated and the date on which such termination becomes effective. The Agreement shall be equitably adjusted to compensate for such termination, and modified accordingly.
14. **GOVERNMENTAL REQUIREMENTS** The Provider warrants and represents that it will comply with all governmental ordinances, laws and regulations.
15. **GOVERNING LAW** This Agreement shall be governed in all respects by the laws, statutes, and regulations of the United States of America and of the State of Maine. Any legal proceeding against the State regarding this Agreement shall be brought in State of Maine administrative or judicial forums. The Provider consents to personal jurisdiction in the State of Maine.
16. **STATE HELD HARMLESS** The Provider agrees to indemnify, defend and save harmless the State, its officers, agents and employees from any and all claims, costs, expenses,



injuries, liabilities, losses and damages of every kind and description (hereinafter in this paragraph referred to as "claims") resulting from or arising out of the performance of this Agreement by the Provider, its employees, agents, or subcontractors. Claims to which this indemnification applies include, but without limitation, the following: (i) claims suffered or incurred by any contractor, subcontractor, materialman, laborer and any other person, firm, corporation or other legal entity (hereinafter in this paragraph referred to as "person") providing work, services, materials, equipment or supplies in connection with the performance of this Agreement; (ii) claims arising out of a violation or infringement of any proprietary right, copyright, trademark, right of privacy or other right arising out of publication, translation, development, reproduction, delivery, use, or disposition of any data, information or other matter furnished or used in connection with this Agreement; (iii) Claims arising out of a libelous or other unlawful matter used or developed in connection with this Agreement; (iv) claims suffered or incurred by any person who may be otherwise injured or damaged in the performance of this Agreement; and (v) all legal costs and other expenses of defense against any asserted claims to which this indemnification applies. This indemnification does not extend to a claim that results solely and directly from (i) the Department's negligence or unlawful act, or (ii) action by the Provider taken in reasonable reliance upon an instruction or direction given by an authorized person acting on behalf of the Department in accordance with this Agreement.

17. **NOTICE OF CLAIMS** The Provider shall give the Contract Administrator immediate notice in writing of any legal action or suit filed related in any way to the Agreement or which may affect the performance of duties under the Agreement, and prompt notice of any claim made against the Provider by any subcontractor which may result in litigation related in any way to the Agreement or which may affect the performance of duties under the Agreement.
18. **APPROVAL** This Agreement must have the approval of the State Controller and the State Purchases Review Committee before it can be considered a valid, enforceable document.
19. **LIABILITY INSURANCE** The Provider shall keep in force a liability policy issued by a company fully licensed or designated as an eligible surplus line insurer to do business in this State by the Maine Department of Professional & Financial Regulation, Bureau of Insurance, which policy includes the activity to be covered by this Agreement with adequate liability coverage to protect itself and the Department from suits. Providers insured through a "risk retention group" insurer prior to July 1, 1991 may continue under that arrangement. Prior to or upon execution of this Agreement, the Provider shall furnish the Department with written or photocopied verification of the existence of such liability insurance policy.
20. **NON-APPROPRIATION** APPROPRIATION Notwithstanding any other provision of this Agreement, if the State does not receive sufficient funds to fund this Agreement and other obligations of the State, if funds are de-appropriated, or if the State does not receive legal authority to expend funds from the Maine State Legislature or Maine courts, then the State is not obligated to make payment under this Agreement.

21. **SEVERABILITY** The invalidity or unenforceability of any particular provision or part thereof of this Agreement shall not affect the remainder of said provision or any other provisions, and this Agreement shall be construed in all respects as if such invalid or unenforceable provision or part thereof had been omitted.
22. **INTEGRATION** All terms of this Agreement are to be interpreted in such a way as to be consistent at all times with the terms of Rider B (except for expressed exceptions to Rider B included in Rider C), followed in precedence by Rider A, and any remaining Riders in alphabetical order.
23. **FORCE MAJEURE** The Department may, at its discretion, excuse the performance of an obligation by a party under this Agreement in the event that performance of that obligation by that party is prevented by an act of God, act of war, riot, fire, explosion, flood or other catastrophe, sabotage, severe shortage of fuel, power or raw materials, change in law, court order, national defense requirement, or strike or labor dispute, provided that any such event and the delay caused thereby is beyond the control of, and could not reasonably be avoided by, that party. The Department may, at its discretion, extend the time period for performance of the obligation excused under this section by the period of the excused delay together with a reasonable period to reinstate compliance with the terms of this Agreement.
24. **SET-OFF RIGHTS** The State shall have all of its common law, equitable and statutory rights of set-off. These rights shall include, but not be limited to, the State's option to withhold for the purposes of set-off any monies due to the Provider under this Agreement up to any amounts due and owing to the State with regard to this Agreement, any other Agreement, any other Agreement with any State department or agency, including any Agreement for a term commencing prior to the term of this Agreement, plus any amounts due and owing to the State for any other reason including, without limitation, tax delinquencies, fee delinquencies or monetary penalties relative thereto. The State shall exercise its set-off rights in accordance with normal State practices including, in cases of set-off pursuant to an audit, the finalization of such audit by the State agency, its representatives, or the State Controller.
25. **ENTIRE AGREEMENT** This document contains the entire Agreement of the parties, and neither party shall be bound by any statement or representation not contained herein. No waiver shall be deemed to have been made by any of the parties unless expressed in writing and signed by the waiving party. The parties expressly agree that they shall not assert in any action relating to the Agreement that any implied waiver occurred between the parties which is not expressed in writing. The failure of any party to insist in any one or more instances upon strict performance of any of the terms or provisions of the Agreement, or to exercise an option or election under the Agreement, shall not be construed as a waiver or relinquishment for the future of such terms, provisions, option or election, but the same shall continue in full force and effect, and no waiver by any party of any one or more of its rights or remedies under the Agreement shall be deemed to be a waiver of any prior or subsequent rights or remedy under the Agreement or at law.

## OTHER ASSURANCES

26. **FINANCIAL AUDIT** The Grantee will comply with the requirements of the Strengthening Career and Technical Education for the 21st Century Act (P.L. 115-224), including the provision of a financial audit of funds received under the Act which may be included as part of an audit of other Federal or State programs. (d)(13)(B)]
27. **DIRECT FINANCIAL BENEFIT** None of the funds expended under the 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(c)(12)]
28. **GRANT EXPENDITURES AND REPORTING** The expenditure of grant funds under this agreement will be in accordance with: the recipients approved application, budget and the standards and requirements set forth in the Act including the requirement to submit mid-year (due January 15) and annual project progress reports and a yearend financial report (due June 30).
29. **NONPROFIT PRIVATE SCHOOLS** Grantees that use funds under this Act for in-service and pre-service career and technical education professional development programs for career and technical education teachers, administrators, and other personnel shall, to the extent practicable, upon written request, permit the participation in such programs of career and technical education secondary teachers, administrators, and other personnel in nonprofit private schools offering career and technical secondary education programs located in the geographic area served by such grantee. [Section 17 (a)]
30. **NONPROFIT PRIVATE SCHOOL STUDENTS** Except as prohibited by State or local law, an Grantee may, upon written request, use funds made available under this Act to provide for the meaningful participation, in career and technical education programs and activities receiving funds under this Act, of secondary school students attending nonprofit private schools who reside in the geographical area served by the Grantee. [Section 17(b)(1)]
31. **NONPROFIT PRIVATE SCHOOL REPRESENTATIVES** Grantees that receive an allotment under this Act will consult, upon written request, in a timely and meaningful manner with representatives of nonprofit private schools in the geographical area served by the Grantee regarding the meaningful participation, in career and technical education programs and activities receiving funding under this Act, of secondary school students attending nonprofit private schools. [Section 217(b)(2)]
32. **PRIOR TO THE MIDDLE GRADES** No funds received under this Act may be used to provide career and technical education programs or programs of study to students prior to the middle grades (as such term is defined in section 8101 of the Elementary and Secondary Education Act of 1965), except that equipment and facilities purchased with funds under this Act may be used by such students.
33. **CAREER PATH** No funds made available under this Act will be used to require any secondary school student to choose or pursue a specific career path or major; or to mandate that any individual participate in a career and technical education program,

- including a career and technical education program that requires the attainment of a federally funded skill level, standard, or certificate of mastery. [Section 214(1)&(2)]
34. **USE OF FUNDS** All of the funds made available under this Act shall be used in accordance with the requirements of the Act.
35. **RELOCATION** No funds provided under this Act shall be used for the purpose of directly providing incentives or inducements to an employer to relocate a business enterprise from one state to another state if such relocation will result in a reduction in the number of jobs available in the state where the business enterprise is located before such incentives or inducements are offered. [Section 322]
36. **DEBARMENT, SUSPENSION, AND OTHER RESPONSIBILITY MATTERS** The Grantee must
- a. provide a complete and signed ED Form 80-0013 for certifications regarding lobbying; <https://www2.ed.gov/fund/grant/apply/appforms/ed80-013fill.pdf>
  - b. debarment and suspension; (Federal regulations require that all federal grantees ensure that any vendors and individuals that receive federal funds from their grants are not designated as excluded on the debarment, suspension and other exclusionary action list. Please use the system for award management (SAM) to ensure that all vendors selected are eligible for federal funding. Vendors and individuals designated as excluded on the list cannot be funded with federal grant money. <https://www.sam.gov/portal/public/SAM> and
  - c. c. drug-free workplace requirements. <http://www.dol.gov/elaws/asp/drugfree/require.htm>
37. **TIME AND EFFORT REPORT** The Grantee will comply with the requirements of 2 CFR Part 200 (available at as it applies to completion of a Time and Effort Report, i.e. any employee at a secondary or postsecondary institution whose salary (wage) is funded in whole or in part by Perkins grant funds (or any other Federal funds) must complete a Time and Effort Report. The Time and Effort Reports will assist in providing documentation for grant audits. Failure to comply with this requirement may result in questioned costs and possible audit exceptions. § 200.430 Compensation—personal services  
[https://www.ecfr.gov/cgi-bin/text-idx?SID=dd78e91849b9de79bd2e28b3cfe13b2b&mc=true&node=pt2.1.200&rgn=div5#se2.1.200\\_1430](https://www.ecfr.gov/cgi-bin/text-idx?SID=dd78e91849b9de79bd2e28b3cfe13b2b&mc=true&node=pt2.1.200&rgn=div5#se2.1.200_1430)
38. **ENTIRE AGREEMENT** This document contains the entire Agreement of the parties, and neither party shall be bound by any statement or representation not contained herein. No waiver shall be deemed to have been made by any of the parties unless expressed in writing and signed by the waiving party. The parties expressly agree that they shall not assert in any action relating to the Agreement that any implied waiver occurred between the parties which is not expressed in writing. The failure of any party to insist in any one or more instances upon strict performance of any of the terms or provisions of the Agreement, or to exercise an option or election under the Agreement, shall not be construed as a waiver or relinquishment for the future of such terms, provisions, option or election, but the same shall continue in full force and effect, and no waiver by any party of any one or more of its rights or remedies under the Agreement shall be

deemed to be a waiver of any prior or subsequent rights or remedy under the Agreement or at law.

**39. STEVEN'S AMENDMENT -Public Law 101-166, Section 511,** When issuing statements, press releases, requests for proposals, bid solicitations and other documents describing projects or programs funded in whole or in part with Federal money, all grantees receiving Federal funds, including but not limited to State and local governments, shall clearly state (1) the percentage of the total costs of the program or project which will be financed with Federal money, (2) the dollar amount of Federal funds for the project or program, and (3) percentage and dollar amount of the total costs of the project or program that will be financed by nongovernmental sources.

## GENERAL ASSURANCE

I hereby certify that, to the best of my knowledge, the information contained in this grant request is correct; and that the school board or cooperative board has authorized me, as its representative, to provide this general assurance.

I assure the Maine Department of Education that the Grantee will comply with all assurances and certifications listed in this Grant Request, Grant Request Guidance sections and applicable state and federal laws including all applicable Education Department General Administrative Regulations (EDGAR) and Codes of Federal Regulations (CFR) including 34 CFR parts 74, 77, 79, 80, 81, 82, 84, 85, 86, 97, 98, 99 and 2 CFR Part 200.

I also certify that the grant funds will be expended as stated in the goals and activities of this grant request and no changes to the goals, activities or budget set forth in this grant document will be made until MDOE approval is granted.

I also certify that the Grantee has complied with certification or sub-grantee debarment, suspension and other responsible matters. (Forms available on State of Maine Consolidated Grant Request website, [www.4pcamaine.org](http://www.4pcamaine.org))

The authorized official may give permission for his/her Designee to request and submit a Vendor Reimbursement Request but this does not remove the responsibility of the authorized official. If this is an option you would like to utilize please go to [www.4pcamaine.org](http://www.4pcamaine.org) and click on the Federal Grant Reimbursement link to set up permission. Only the authorized official may log in and give permission for a designee.

Grantee must still comply with all state and federal audit requirements. Authorization by Department of Education Grant Manager on invoice does not indicate that these requirements have been met. The Vendor Reimbursement Request is based upon an expenditure list and the supporting documentation for all the allowable costs, and is on file with a copy of the Vendor Reimbursement Request at the Grantee or school.

See OMB Circular Part 200, Subpart F requires audits for all non-Federal entities that expend \$750,000 or more in Federal awards in a fiscal year. See OMB circular for detailed audit requirements. [https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200\\_main\\_02.tpl](https://www.ecfr.gov/cgi-bin/text-idx?tpl=/ecfrbrowse/Title02/2cfr200_main_02.tpl)".

All School Administrative Units are required to comply with Title 20-A, Chapter 221, Subchapter 2 @sect;6051 (6), requiring that each school board provide a copy of the audit report to the Commissioner of the Department of Education within six months after the end of the audit period (<http://www.mainelegislature.org/legis/statutes/20-A/title20-Asec6051.html>).

By using my PIN to electronically submit this document (electronic signature) I agree to all statements above and conditions listed in the grant approval letter.

<b>SIGNATURE OF AUTHORIZED CERTIFYING OFFICIAL</b> <u>Certified by Electronic Signature on</u>	<b>TITLE</b>  Superintendent
<b>APPLICANT ORGANIZATION</b>	<b>DATE SUBMITTED</b>

**Appendix E – Local Needs Assessment**

MAINE DEPARTMENT OF EDUCATION

**Strengthening Career and Technical Education for the 21st Century  
Act (Perkins V)  
Local Needs Assessment**



CTE School Name:	
Contact Person:	
Mailing Address:	
Telephone:	
Email Address:	
Director (Printed Name):	Telephone:
Signature of the Director  X _____	Date:

Email an electronic copy of this completed document to: [donna.tiner@maine.gov](mailto:donna.tiner@maine.gov)

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## Introduction

*One of the most significant changes in Perkins V (the Strengthening Career and Technical Education (CTE) for the 21<sup>st</sup> Century Act) is the new requirement for local applicants to conduct a comprehensive local needs assessment (CLNA).*

*There are five requirements for the Local Comprehensive Needs Assessment:*

- 1. Evaluation of student performance by subgroup on Perkins core indicators.*
- 2. Description of the CTE programs offered (size, scope, quality, and alignment to workforce needs).*
- 3. Evaluation of the progress toward implementing CTE programs and programs of study.*
- 4. Description of recruitment, retention and training for CTE educators and support professionals.*
- 5. Description of progress toward implementing equal access to CTE for all students.*

*The needs assessment is designed as the foundation of Perkins V implementation and at the local level it **drives your local application development and future spending decisions**. It is a systematic set of procedures used to exam data elements, determine needs, and set priorities for future action. It is an essential part of an ongoing performance management cycle that includes both longer range performance goals and shorter-cycle implementation targets. The CLNA is a chance to take an in depth look at your entire local and regional CTE system and identify areas where targeted improvements can lead to increased opportunities for student success. The Perkins CLNA must be **completed on a biennial basis** with a review of progress during the odd year. The assessment (or review) must be completed each year prior to the submission of the annual Perkins grant application and will be included in the process of application completion and submission. No grant application will be approved if the CLNA is not provided.*

## CLNA Process:

4. Identify Leadership Team (consisting of secondary and postsecondary eligible recipients): Team participants should include, at a minimum, Directors of secondary CTE and Perkins Grant managers of the community colleges within the region. You may also want to include additional secondary and postsecondary administrators, local workforce agency staff, and local economic development board members. The leadership team will help guide the work, set priorities, and meet deadlines. The team should be kept small but must include people that can assist in the task ahead.
5. Assign a Coordinator: One person should be given the responsibility to coordinate the work. This does not mean this individual does all of the work but serves more as project manager by coordinating meeting times, and ensuring deadlines are met.
6. Identify and gather data sources to be analyzed: Student performance and workforce data will be provided by DOE, but you also need school level program and student data to determine how you will use your local Perkins grant funds.
7. Complete the CLNA Template: Review and analyze the data with the leadership team to and complete the CLNA template to identify strengths and areas of growth along with weaknesses and areas of opportunities.
8. Identify Required Stakeholder Participants : Determine who will be part of your regional stakeholder group and your individual school stakeholder group and the processes you will use to engage both groups. Timelines, agendas, and correspondence will be part of your submittal requirements.

9. Engage stakeholders: Share the outcomes of the CLNA, the requirements of the local application, and the required uses of funds with your regional and local stakeholder groups to determine the CTE priorities to be funded with your Perkins grant.
10. Complete the Local Application: Based on stakeholder input complete the local application based on the stakeholder determined uses of funds. Only programs and activities identified in the CLNA can be supported with local Perkins funds.

## CLNA Template:

The local needs assessment Template outlines all of the required steps and provides guidance for completion of each step. Keep in mind:

- All CLNA parts are required
- Incomplete CNAs will not be approved
- You can add rows to provided tables as needed
- You must submit your data analysis documents with your CLNA

STEP 1: Analysis of Student Performance

STEP 2: Analysis of CTE Program Quality

STEP 3: Analysis of Programs of Study

STEP 4: Analysis of Labor Market Information

STEP 5: Analysis of CTE Professionals

STEP 6: Analysis of Equity of Access

Step 7: Stakeholder Engagement

# CTE CLNA Template

Use of Perkins V funding is based on the results of the Comprehensive Local Needs Assessment. **Activities will not be approved for funding unless the school can demonstrate a need based on the completed CLNA.**

The Comprehensive Local Needs Assessment must be completed on a biennial basis with a review of progress in the interim. The assessment must be completed prior to completion of the grant application. Local applications will not be accepted without the corresponding local needs assessment

<b>Leadership Team Coordinator(s):</b>	
Name: _____ Contact: _____	
<b>CLNA Leadership Team:</b>	<b>Contact Information:</b>
<b>Secondary:</b>	
<b>Postsecondary:</b>	

# STEP 1: Analysis of Student Data

Perkins V Section 134(c)(2)(A)

## What Information Should Locals Collect: Student Performance Data

### What does the law say?

The local needs assessment will include: An evaluation of the performance of the students served by the eligible recipient with respect to State determined and local levels of performance established pursuant to section 113, including an evaluation of performance for special populations and each subgroup described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965.

### What does the law mean?

The local needs assessment must contain an evaluation of CTE concentrators' performance on the core performance indicators. While eligible recipients were already required to include accountability improvement plans as part of the local applications under Perkins IV, the performance evaluation for Perkins V must include a performance analysis of the subgroups (as defined in ESSA) and the expanded list of special populations.

Each postsecondary and secondary institution will receive their student performance data based on the data submitted to the State for the past three years. The Leadership Team should meet and evaluate the student performance strengths, gaps, deficiencies and goals for improvement based on the data provided for both the region and the school.

## Postsecondary Performance

### 1P1 – Postsecondary Retention and Placement

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

### 2P1 – Earned Recognized Postsecondary Credential

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

### 3P1 – Nontraditional Participation

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

## **Secondary Performance**

### **1S1 – Four-year Graduation Cohort Rate**

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

### **2S1 – Academic Proficiency in Reading/Language Arts**

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in reading/language arts as described in section 1111(b)(2) of such Act.

### **2S2 – Academic Proficiency in Mathematics**

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in mathematics as described in section 1111(b)(2) of such Act.

### **2S3 – Academic Proficiency in Science**

CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments in science as described in section 1111(b)(2) of such Act.

### **3S1 – Post-Program Placement**

The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C.

12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed.

### **4S1 – Nontraditional Program Concentration**

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

### **5S2 – Program Quality – Attained Postsecondary Credits**

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

	Strengths	Challenges
How are CTE Concentrators in each CTE program performing on the Perkins accountability indicators.		
How are special population CTE Concentrators performing on the Perkins accountability indicators. (by CTE program)		
How are CTE subpopulation Concentrators including gender, race, and ethnicity performing on the Perkins accountability indicators. (by CTE program)		
Which groups of CTE Concentrators are struggling the most?		
Where do the biggest gaps in performance exist between subgroups of CTE Concentrators?		
Which programs overall have the highest outcomes, and which have the lowest?		
How are special populations performing in CTE programs? Above average? Below average?		
What are the trends across all CTE programs?		
What are the potential root causes of inequities in performance in each CTE program?		

<p style="text-align: center;"><b>Step 1: Student Performance</b></p> <p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>1. Significant challenges exist</li> <li>2. Some challenges exist and/or there is not a concrete plan to address them</li> <li>3. Very few challenges exist and there are processes in place to address the remaining issues</li> <li>4. No challenges exist</li> </ol>	<p><b>Rationale and Potential Action Steps</b></p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p><b>Rating (circle one)</b></p>	
<p>1      2      3      4</p>	



# Step 2: Analysis of CTE Program Quality

Perkins V Section 134(c)(2)(B)(i)

What Information Should Locals Collect: Size, Scope & Quality	
<p><b>What does the law say?</b>                      The local needs assessment shall include a description of how career and technical education programs offered by the eligible recipient are sufficient in size, scope and quality to meet the needs of all students served by the eligible recipient...</p>	<p><b>What does the law mean?</b>                      Size, scope and quality requirements must be reviewed through the needs assessment and included as part of the Perkins V local application. The state has the responsibility to establish the definition of these three requirements and has determined that only programs approved through the DOE CTE program approval process at the secondary level and through the Board of Trustee program approval process at the postsecondary level will be considered of sufficient size, scope, and quality.</p>

### Size

Size measures a program’s capacity in areas such as:

- physical space
- depth of curriculum
- amount of available resources
- number of staff involved
- number of students served
- ability to address all student learning outcomes

### Scope

CTE programs should:

- prepare individuals for gainful employment in current or emerging technical occupations
- lead to technical skill proficiency, an industry-recognized credential, a certificate or an associate degree
- link programs across all learning levels
- offer articulated credit
- align programs with business and industry needs and local economic indicators
- provide multiple entry and exit points to programs of study
- emphasize development of essential workplace skills through applied academics
- provide workplace learning opportunities to all students, including special populations

### Quality

Program quality is the measure of how successfully each program addresses academic performance, workplace standards, competencies, and skills necessary for success within their program of study and include:

- meeting performance levels
- alignment to projected employment demand
- professional development to enhance student learning
- program advisory committees
- opportunity for students to earn postsecondary credit and, industry certification(s)
- equitable access to CTE programs for ALL students
- equipment and technology that allows students to attain relevant and rigorous technical skills

	Strengths	Challenges
Enrollment numbers in approved programs.		
Are all students who wish to access CTE programs able to do so and enroll in program of choice?		
Are secondary programs aligned to rigorous standards (mandated by Maine law for secondary programs)?		
Are programs aligned to postsecondary programs and offer opportunity for secondary students to earn postsecondary credits while in high school?		
Do programs develop a robust skill set in students?		
Are programs aligned to the workforce needs of the State and/or local region?		
Are programs offered with too low an enrollment to justify the costs?		
Do some programs offer more opportunities for skill development than others, both in the classroom and through extended learning experiences?		
What populations of students are and are not accepted into programs? What are some of the reasons?		
How do programs compare in quality?		

	Strengths	Challenges
Are programs linked across all learning levels and provide opportunity for Career Exploration/Career Development?		
How are programs evaluated to ensure continued size, scope, and quality?		

<p style="text-align: center;"><b>Step 2: Program Quality</b></p> <p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>1. Significant challenges exist</li> <li>2. Some challenges exist and/or there is not a concrete plan to address them</li> <li>3. Very few challenges exist and there are processes in place to address the remaining issues</li> <li>4. No challenges exist</li> </ol>	<p><b>Rationale and Potential Action Steps</b></p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p><b>Rating (circle one)</b></p>	
<p>1      2      3      4</p>	

## Step 3: Analysis of CTE Programs and Programs of Study

Perkins V Section 134(c)(2)(C)

What Information Should Locals Collect: Progress towards Implementing CTE Programs/Programs of Study	
<b>What does the law say?</b> The local needs assessment will include an evaluation of progress toward the implementation of CTE programs and programs of study.	<b>What does the law mean?</b> This evaluation should be both a backward and forward-looking review of the programs and programs of study offered. In addition to meeting the size, scope and quality, this requirement addresses current and future plans to support the implementation of programs and programs of study.

### Program of Study Definition:

Perkins V Sec. 2(41)

The term 'program of study' means a coordinated, nonduplicative sequence of academic and technical content at the secondary and postsecondary level that—

- (A) incorporates challenging State academic standards, including those adopted by a State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965;
- (B) addresses both academic and technical knowledge and skills, including employability skills;
- (C) is aligned with the needs of industries in the economy of the State, region, Tribal community, or local area;
- (D) progresses in specificity (beginning with all aspects of an industry or career cluster and leading to more occupation-specific instruction);
- (E) has multiple entry and exit points that incorporate credentialing;
- (F) provides opportunity for secondary students to obtain postsecondary credit for technical courses (Maine requirement); and
- (G) culminates in the attainment of a recognized postsecondary credential.

	Strengths	Challenges
Are programs fully aligned and articulated across secondary and postsecondary education?		
Do programs incorporate relevant academic, technical and employability skills at every learner level, including Career Exploration/Career Development?		
Can students earn dual-credit through participation in programs?		
Do students in Programs of Study have multiple entry and exit points?		
Do students in programs earn recognized postsecondary credentials?		
Are students being retained in the same program of study?		
What is the role of secondary and postsecondary partners in current program of study design and delivery?		
What is the role of business and industry partners in the current program of study development and delivery?		
How are students provided information on CTE program opportunities?		

<p><b>Step 3: Program Quality</b></p> <p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>1. Significant challenges exist</li> <li>2. Some challenges exist and/or there is not a concrete plan to address them</li> <li>3. Very few challenges exist and there are processes in place to address the remaining issues</li> <li>4. No challenges exist</li> </ol>	<p><b>Rationale and Potential Action Steps</b></p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p><b>Rating (circle one)</b></p>	
<p>1          2          3          4</p>	

## STEP 4: Analysis of Labor Market Data

### Perkins V Section 134(c)(2)(B)(ii)

#### What Information Should Locals Collect: Labor Market Alignment

##### What does the law say?

The local needs assessment will include a description of how CTE programs offered by the eligible recipient align to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local workforce development board, including career pathways, where appropriate. **The Comprehensive Local Needs Assessment may also identify programs designed to meet local education or economic needs not identified by State boards or local workforce development boards.**

##### What does the law mean?

The law requires an analysis of how CTE programs are meeting workforce needs and provides eligible recipients with multiple ways to demonstrate labor market demand, from a combination of state and local sources.

Labor Market Data provided to assess the labor market in the State and region.

	Strengths	Challenges
Are programs are aligned to projected industry demand? (local, State, National)		
Does the school respond to changes in the labor market and develop new, or refine existing, CTE programs? If so how?		
Do industry partners indicate that students graduate ready to enter high-skill, high-demand, and high-wage industries without retraining?		
Do programs graduate students that thrive in the workplace?		
Do programs provide opportunities for student with disabilities, English learners, or other special populations to access the local labor market?		
What are the highest projected growth industries in the region/state? What occupations are part of that industry?		
How do CTE program enrollments match projected job openings? Where are the biggest gaps?		
What are the emerging occupations and are programs available for students in those areas?		
Do program collaborate with Workforce Development activities/opportunities?		
Are there coordinated efforts between education and workforce to utilize Federal funding efficiently?		



**According to the data analysis, what programs/pathways are not offered but are needed in the region?**

Need	Evidence from Maine Labor Market Data	Evidence from Regional Sources

**According to the data analysis, what programs/pathways are offered but are not needed in the region?**

Include programs offered for educational purposes that do not align to workforce needs.

Existing Programs/Pathways	Evidence from Maine Labor Market Data	Reason for offering these Programs/Pathways

<p style="text-align: center;"><b>Step 4: Labor Market</b></p> <p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>1. Significant challenges exist</li> <li>2. Some challenges exist and/or there is not a concrete plan to address them</li> <li>3. Very few challenges exist and there are processes in place to address the remaining issues</li> <li>4. No challenges exist</li> </ol>	<p><b>Rationale and Potential Action Steps</b></p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p><b>Rating (circle one)</b></p>	
<p>1            2            3            4</p>	

# STEP 5 : Analysis of CTE Professionals

Perkins V Section 134(c)(2)(D)

<b>What Information Should Locals Collect: Recruitment, Retention and Training of Faculty and Staff</b>	
<b>What does the law say?</b> The local needs assessment will include a description of how the eligible recipient will improve recruitment, retention, and training of CTE teachers, faculty, specialized instructional support personnel, paraprofessionals, and career guidance and academic counselors, including individuals in groups underrepresented in such professions.	<b>What does the law mean?</b> Eligible recipients must evaluate their current and future recruitment, retention and professional development needs. This may require root cause analyses of teacher or other professional shortages and State, regional, and local demographics.

	Strengths	Challenges
Does the district's CTE staff reflect the demographic makeup of the student body?		
Are there processes in place to recruit new CTE educators?		
Does the school have a mentoring process in place to support new CTE professionals?		
Are all educators teaching in programs adequately credentialed?		
Is regular, substantive, and effective professional development offered around academic and technical instruction based on identified need?		
Are mentoring processes efficient and effective, especially for educators coming from industry?		
What has been the impact on mentoring processes for new instructors, especially instructors coming from industry?		
What professional development offerings are most highly rated by participant staff? Does this differ when looking at different factors such as length of time in position, certification, career area, etc.?		
In what CTE subject areas are more educators needed?		

<p style="text-align: center;"><b>Step 5: CTE Professionals</b></p> <p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>1. Significant challenges exist</li> <li>2. Some challenges exist and/or there is not a concrete plan to address them</li> <li>3. Very few challenges exist and there are processes in place to address the remaining issues</li> <li>4. No challenges exist</li> </ol>	<p><b>Rationale and Potential Action Steps</b></p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p><b>Rating (circle one)</b></p>	
<p>1      2      3      4</p>	

## STEP 6 : Analysis of Access and Equity

What Information Should Locals Collect: Progress Towards Improving Access & Equity	
<p><b>What does the law say?</b> The needs assessment shall include a description of:</p> <ul style="list-style-type: none"> <li>• Progress toward implementation of equal access to high-quality CTE courses and programs of study, for all students including strategies to overcome barriers that result in lower rates of access to, or performance gaps in, the courses and programs for special populations;</li> <li>• How they are providing programs that are designed to enable special populations to meet the local levels of performance; and</li> <li>• How they are providing activities to prepare special populations for high-skill, high-wage, or in-demand industry sectors or occupations in competitive, integrated settings that will lead to self-sufficiency.</li> </ul>	<p><b>What does the law mean?</b> This requirement is focused on supports for special populations. States assist locals in directing resources or supports to close performance gaps and remove barriers and to provide supports necessary to address different barriers and different populations.</p>

### Perkins V Sec. 2(48)

SPECIAL POPULATIONS.-- The term "special populations" means--

- (A) individuals with disabilities;
- (B) individuals from economically disadvantaged families, including low-income youth and adults;
- (C) individuals preparing for non-traditional fields;
- (D) single parents, including single pregnant women;
- (E) out-of-workforce individuals;
- (F) English learners;
- (G) homeless individuals;
- (H) youth who are in, or have aged out of, the foster care system; and
- (I) youth with a parent who is a member of the armed forces and on active duty

	Strengths	Challenges
Does the school provide equal access to all CTE programs for all Perkins subpopulations?		
Which population groups are underrepresented in CTE programs?		
Which population groups are over represented in CTE programs?		
What is the retention rate for each special population? How does it differ from the retention rate of non-special population students?		
When reviewing workforce and program data, what are the enrollment discrepancies in special population groups in programs that lead to high wage, high skill, in-demand occupations?		
What barriers currently exist that prevent each special population group from participating in CTE programs?		
Which recruiting efforts for special populations seem to be most effective? Which seem to produce little effect?		
Which accommodations, modifications, and supportive services are most effective? Which are underutilized?		
What recruitment and retention efforts are in place for nontraditional students? (for Perkins nontraditional is based on underrepresented gender in an occupation)		



<p style="text-align: center;"><b>Step 6: Equity and Access</b></p> <p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>1. Significant challenges exist</li> <li>2. Some challenges exist and/or there is not a concrete plan to address them</li> <li>3. Very few challenges exist and there are processes in place to address the remaining issues</li> <li>4. No challenges exist</li> </ol>	<p><b>Rationale and Potential Action Steps</b></p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p><b>Rating (circle one)</b></p>	
<p>1      2      3      4</p>	

# Step 7: Stakeholder Engagement

What Role Should Stakeholders and Stakeholder Engagement Play in Upfront Input?	
<p><b>What does the law say?</b></p> <p>In conducting the comprehensive needs assessment, and developing the local application, an eligible recipient shall involve a diverse body of stakeholders, including, at a minimum</p> <ol style="list-style-type: none"><li>1. Representatives of CTE programs in a local educational agency or educational service agency, including teachers, career guidance and academic counselors, principals and other school leaders, administrators, and specialized instructional support personnel and paraprofessionals;</li><li>2. Representatives of CTE programs at postsecondary educational institutions, including faculty and administrators;</li><li>3. Representatives of the State board or local workforce development boards and local or regional industries;</li><li>4. Parents and students;</li><li>5. Representatives of special populations;</li><li>6. Representatives of regional or local agencies serving out-of-school youth, homeless children and youth, and at-risk youth;</li><li>7. Representatives of Indian Tribes and Tribal organizations in the State, where applicable; and</li></ol> <p>Any other stakeholders that the eligible agency may require the eligible recipient to consult.</p>	<p><b>What does the law mean?</b></p> <p>Under Perkins V, eligible recipients now must consult with a wide array of stakeholders during the needs assessment process and the development of the local application. This is an expansion of the current consultation process that is included in Perkins IV related to the local plan. This provisions aims to ensure that the local needs assessment takes into account a diversity of perspectives on how well the local CTE system is currently doing and where it needs to be improved to meet the needs of both learners and its economic region.</p>

**What Role Should Stakeholders and Stakeholder Engagement Play Annually?**

<p><b>What does the law say?</b>          An eligible recipient will consult with stakeholders on an ongoing basis, as determined by the eligible agency. This may include consultation in order to:</p> <ol style="list-style-type: none"> <li>1. Provide input on annual updates to the comprehensive needs assessment</li> <li>2. Ensure programs of study are             <ol style="list-style-type: none"> <li>a. responsive to community employment needs;</li> <li>b. aligned with employment priorities in the State, regional, tribal, or local economy identified by employers, which may include in-demand industry sectors or occupations identified by the local workforce development board;</li> <li>c. informed by labor market information;</li> <li>d. designed to meet current, intermediate, or long-term labor market projections; and</li> <li>e. allow employer input, including input from industry or sector partnerships in the local area, where applicable, into the development and implementation of programs of study, including activities such as the identification of relevant standards, curriculum, industry recognized credentials, and current technology and equipment;</li> </ol> </li> <li>3. Identify and encourage opportunities for work-based learning; and</li> <li>4. Ensure funding under this part is used in a coordinated manner with other local resources.</li> </ol>	<p><b>What does the law mean?</b>          Perkins V requires continued consultation with the stakeholder groups involved in the local needs assessment development, with specific parameters determined by the eligible agency. It supports the idea of maintaining a stakeholder group with representation from required groups and others who provide regular insight into the ongoing planning and implementation of quality CTE programs and programs of study.</p>
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	Strengths	Challenges
Were all required stakeholder groups included?		

	Strengths	Challenges
Did all stakeholders have a voice in the CTE needs and uses of Perkins funding?		
What forms of communication were used? What worked? What didn't work?		
How will you continue engagement with your stakeholders?		
How will you engage with Stakeholders to ensure Perkins funds are used in coordinated manner with other local resources?		
How will you use your stakeholder group to ensure your programs are aligned with the labor market?		
How will you engage with your stakeholders to ensure your programs are aligned to required industry skills?		
How will you engage with your stakeholders to provide work-based learning opportunities for students?		

All listed are **required** in Perkins V.

Role	Name	Organization	Email/Contact
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Secondary CTE teachers:

Secondary career guidance  
and academic counselors:

Secondary principal,  
administrator, leader:

Secondary instructional  
support, paraprofessional:

Postsecondary CTE faculty:

Postsecondary  
administrators:

Role	Name	Organization	Email/Contact
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Members of local workforce development boards:

Local Business and Industry Representatives:

Parents and students:

Representatives of special populations

Representatives of regional or local agencies serving out-of-school youth, homeless children and youth and at-risk youth:

Representatives of Indian Tribes and Tribal organizations:

Other stakeholders desired:

<p style="text-align: center;"><b>Step 7: Stakeholder Engagement</b></p> <p><b>Ratings:</b></p> <ol style="list-style-type: none"> <li>1. Significant challenges exist</li> <li>2. Some challenges exist and/or there is not a concrete plan to address them</li> <li>3. Very few challenges exist and there are processes in place to address the remaining issues</li> <li>4. No challenges exist</li> </ol>	<p><b>Rationale and Potential Action Steps</b></p> <p>It is important to capture thoughts clearly as you go to avoid repeating the process later.</p>
<p><b>Rating (circle one)</b></p>	
<p>1            2            3            4</p>	

Meeting with Stakeholders, determining local uses of Perkins funds, and completing the local Perkins application are the final steps. Using the information from the CLNA template, engage Stakeholders to determine local and regional goals. Be sure to provide your stakeholders with the six required uses of funds and the nine elements of the local application. **The required stakeholder input received through this CLNA process will identify programs and activities to be funded with your Perkins grant over the next few years.** These may be difficult decisions.

What are the Required Uses of Funds?	
<p><b>What does the law say?</b>            In addition to the overall requirement that local funds be used to support CTE programs of sufficient size, scope and quality to be effective (and reflect the needs assessment), the law includes six “required” activities:</p> <ol style="list-style-type: none"> <li>1. Provide career exploration and career development activities through an organized, systematic framework;</li> <li>2. Provide professional development for a wide variety of CTE professionals;</li> <li>3. Provide within CTE the skills necessary to pursue high-skill, high-wage or in-demand industry sectors or occupations;</li> <li>4. Support integration of academic skills into CTE programs;</li> <li>5. Plan and carry out elements that support the implementation of CTE programs and programs of study and that result in increased student achievement; and</li> <li>6. Develop and implement evaluations of the activities funded by Perkins (including the CLNA).</li> </ol>	<p><b>What does the law mean?</b>            The law specifies the required uses of funds that must be addressed by the local eligible recipient. The local application should require enough detail to document the impact of those funds on the requirement. The most important change to recognize is that the allocation of resources by local eligible recipients must be aligned with the results of the comprehensive local needs assessment, a significant shift from Perkins IV. While the majority of the current uses of funds are still covered, there are no longer discrete “required” and “permissive” uses of funds subsections, but instead, many of the former “permissive” uses are included as options under required activities. These options can be thought of as ways to accomplish the requirements.</p> <p>Key activities such as purchasing equipment and supporting CTSOs, work-based learning, and dual and concurrent enrollment, among numerous others (20 in total), are included under the elements that support implementation of programs and programs of study.</p>



## What are the Local Application Requirements?

### What does the law say?

Each eligible recipient must submit a local application to be eligible for funding, and the local application should cover the same time period as the state plan (four years). Eligible agencies can add additional requirements (as under current law), but the local application must include:

1. A description of the results of the comprehensive needs assessment;
2. Information on the CTE course offerings and activities to be provided with Perkins funds, including at least one state-approved program of study;
3. A description of how the eligible recipient, in collaboration with local workforce development partners, will provide a series of career exploration and career guidance activities;
4. A description of how the eligible recipient will improve the academic and technical skills of students participating in CTE programs;
5. A description of how the eligible recipient will provide activities to prepare special populations for high-skill, high-wage, or in-demand occupations; prepare CTE participants for non-traditional fields; provide equal access for special populations to CTE courses, programs, and programs of study; and ensure that members of special populations will not be discriminated against;
6. A description of the work-based learning opportunities for students participating in CTE programs and how the recipient will work with representatives from employers to develop or expand work-based learning;
7. A description of how the eligible recipient will provide students participating in CTE the opportunity to gain postsecondary credit while still attending high school;
8. A description of how the eligible recipient support the recruitment, preparation, retention, and training, including professional development, of teachers, faculty, administrators, and specialized instructional support personnel; and
9. A description of how the eligible recipient will address disparities or gaps in performance between groups of students in each of the plan years, and if no meaningful progress has been achieved prior to the third program year, a description of the additional actions that will be taken to eliminate these disparities or gaps

### What does the law mean?

By replacing the “local plan” with “local application,” Perkins V is signaling that while funding may be allocated to an eligible recipient via the formula, the funds are not a guarantee. Funds are dependent on approval of a local application – and one that reflects the findings of the comprehensive needs assessment and stakeholder input.

States may choose to require additional components to the local application that align with state goals, including minimums or caps on how much funding can be dedicated toward certain purposes or priorities, such as programs of study.

Review your CLNA findings and stakeholder input to determine what steps to take. Likely

there are considerably more issues and actions than can be addressed with Perkins funding. It is important to narrow the list of needs and priorities to a key set of actions that will have impact on:

- Closing performance gaps for special population groups;
- Improving program size, scope, and quality;
- Aligning programs to labor market needs;
- Improving program quality;
- Ensuring you have the best and most diverse CTE professionals; and
- Removing barriers that reduce access and success
- Engaging with stakeholders to align educational and workforce needs.

In prioritizing areas of need, consider more broad questions from each step of the CLNA template such as:

**Step 1:** Which performance areas are providing the most difficulty? For what CTE Concentrator groups? What can be done to address those gaps?

**Step 2:** Which programs are strong and need to be supported to continue to keep momentum? Which programs are struggling and need to be discontinued or reshaped to be of adequate size, scope, and quality? Are there specific components of program quality that present challenges across the career areas?

**Step 3:** Are secondary, Postsecondary, and support systems aligned to ensure students can move through their chosen Program of Study without barriers or replication? Are credentials awarded to students of economic value to students and employers?

**Step 4:** Are programs adequately addressing current and/or emerging employer needs? Will programs allow students to earn a living wage when they become employed?

**Step 5:** How can you recruit CTE professionals? What support is needed to retain effective CTE staff?

**Step 6:** Which subpopulations are struggling the most? Are there actions that would remove barriers immediately? What long term solutions are needed to ensure all subpopulations are successful?

**Step 7:** Were all stakeholder groups given a voice in the CLNA in order to provide input to complete the local Perkins application? What long term steps are needed to ensure stakeholders will continue to be engaged?

# Application Requirements

Requirement		Action Steps
<b>A</b>	Review Step 2: Provide Career exploration and Career Development	
<b>B</b>	Review Step 5: Recruitment and Retention of CTE Professionals including Professional Development Opportunities	
<b>C</b>	Review Step 7: Provide Work-Based Learning Opportunities for CTE Students	
<b>D</b>	Review Steps 2: Integration of Academic Skills into CTE Programs to Improve Academic Skills	
<b>E</b>	Review Step 3: Development and Implementation of Perkins Programs of Study including Opportunities for Articulated/Dual Credit Attainment	

	Requirement	Action Steps
<b>F</b>	Review Step 6: Assure Equal Access for ALL Students including Special Populations and Diverse Demographics	
<b>G</b>	Review Steps 4, 6, and 7: Provide CTE Skills in High-Skill, High-Wage, or In-Demand Occupations (including Special Populations)	
<b>H</b>	Review Steps 4 and 7: Collaborate with Workforce Development Partners	
<b>I</b>	Review Step 3: Provide Information on CTE Programs to ALL Students	
<b>J</b>	Review Step 2: Development and Implementation of Evaluation of CTE Programs and Activities	
<b>K</b>	Review Step 3: Alignment of Secondary and Postsecondary CTE Programs	

# Programs to be Supported

Programs to be Supported	How Program Needs Align to the CLNA

Portions of this CLNA were derived from these Additional Resources

LifeReady Students by the National School Board Association's Commission to Close the Skills Gap  
<https://www.nsba.org/-/media/NSBA/File/nsba-report-of-the-commission-to-close-the-skills-gap-2019.pdf?la=en&hash=0573C0365E3F5FE7B9ACF9BF374328E62DBB57EE>

Equity Gap Analysis - Local

[https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Local-Equity-Gap-Analysis-At-A-Glance\\_v3\\_10-29-18\\_ml.pdf](https://www.napequity.org/nape-content/uploads/NAPE-Perkins-V-Local-Equity-Gap-Analysis-At-A-Glance_v3_10-29-18_ml.pdf)

Comprehensive Local Needs Assessment

[https://s3.amazonaws.com/PCRN/videos/Comprehensive\\_Local\\_Needs\\_Assessment\\_Discussion\\_Guide.pdf](https://s3.amazonaws.com/PCRN/videos/Comprehensive_Local_Needs_Assessment_Discussion_Guide.pdf)

Introducing the Comprehensive Local Needs Assessment

[https://cte.careertech.org/sites/default/files/Maximizing\\_Perkins\\_Local\\_Needs\\_Assessment\\_March2019.pdf](https://cte.careertech.org/sites/default/files/Maximizing_Perkins_Local_Needs_Assessment_March2019.pdf)

Using Needs Assessments for School and District Improvement

<https://ccsso.org/sites/default/files/2017-12/Using%20Needs%20Assessments%20For%20School%20and%20District%20Improvement.pdf>

## **Appendix F - Secondary CTE Program Approval**

<b>Section</b>	<b>Section Title</b>
<b>I</b>	<b>Program Approval Application Details</b>
I.A	School:
I.B	Date of Application:
I.C	Projected start date:
I.D	CIP in application
I.E	Name of proposed program
I.F	Cover letter proper and signed?
I.G	Reconciled CIP
I.H	Reconciled program name
<b>Header/Footer/Divider</b>	<b>Header/Footer/Divider</b>
<b>II</b>	<b>JUSTIFICATION FOR OFFERING THE COURSE/PROGRAM</b>
II.A	Employment opportunities
II.A.1	Local/regional business survey (interpret and summarize the results)
II.A.2	Federal/State statistics (conclusions drawn)
II.B.1	CTE program student interest survey (interpret and-summarize the results)
II.B.2	Students to be served (sending schools)
<b>Header/Footer/Divider</b>	<b>Header/Footer/Divider</b>
<b>III</b>	<b>ORGANIZATION OF COURSE/PROGRAM</b>
III.A	General Requirements
III.A.1	Application must indicate compliance with this document and the following Public Laws and DE regulations as stated In
III.A.1.A	P.L. 95-524 (Cart Perkins Vocational Education Act)
III.A.1.B	Title 20-A MRSA and DE implementing rules Chapter 125 and 127 of the Education Reform Act
III.A.1.C	Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, and Section 504 of the Rehabilitation Act of 1973. Also, vocational education program guidelines for eliminating discrimination and denial of services on the basis of race, color, national origin, sex and handicap (1979).
III.A.1.D	P.L. 94-142 (Special Education)
III.A.1.E	Other subsequent or applicable acts

III.A.2	Applications which utilize field-based training must be in compliance with all state and Federal Labor laws and all applicable civil rights and affirmative action legislation affecting schools and employers. References: Guidelines for Job Training Programs, Maine Dept. of Labor, Bureau of Labor Standards; "Jobs and Youth: # Guide to Laws, Regulations, and Resources in Maine," Dept. of Manpower Affairs; and "Field Placements" in Appendix A of this publication
III.A.3	Proposals must reflect compliance with all applicable safety laws and regulations.
III.A.4	Facilities must be in accordance with State Board of Education School Building Construction Rules
III.B	Length of course - number of weeks/number of hours/periods per week; total number of hours or core competencies equivalent
III.C	Grade placement of enrollees
III.D	Number to be served
III.E	Description of curriculum content including local minimum core competencies and State curriculum guidelines
III.F	Student organizations to be offered
<b>Header/Footer/Divider</b>	<b>Header/Footer/Divider</b>
<b>IV</b>	<b>PROGRAM PLANNING</b>
IV.A	Who was involved?
IV.B	Local endorsements including approval dates
IV.B.1	School Board(s) or Cooperative Board
IV.B.2	Center Advisory Committee
IV.B.3	Program Advisory Committee
IV.B.4	Other
<b>Header/Footer/Divider</b>	<b>Header/Footer/Divider</b>
<b>V</b>	<b>FACILITIES</b>
V.A	Description of facilities needed or to be used
V.B	Compliance with School Building Construction Rules
V.C	Accessibility
<b>Header/Footer/Divider</b>	<b>Header/Footer/Divider</b>
<b>VI</b>	<b>EQUIPMENT</b>
VI.A	List major equipment
VI.A.1	to be purchased
VI.A.2	to be utilized (source)



Header/Footer/Divider	Header/Footer/Divider
<b>VII</b>	<b>TOTAL EQUIPMENT AND OPERATING COSTS</b>
VII.A	Equipment
VII.B	Estimate total annual operating cost
VII.B.1	Salaries and fringe benefits
VII.B.2	Supplies
VII.B.3	Maintenance
VII.B.4	Equipment rental
VII.B.5	Texts and instructional materials
VII.B.6	Staff development and training
VII.B.7	Other
VII.B.8	Total
Header/Footer/Divider	Header/Footer/Divider
<b>VIII</b>	<b>QUALIFICATIONS NEEDED BY THE TEACHER</b>
VIII.A	Licensing and Certification requirements
VIII.A.1	Application must indicate the Licensing and certification requirements necessary for the instructors of the proposed program as outlined in program approval standards in this publication.
Header/Footer/Divider	Header/Footer/Divider
<b>IX</b>	<b>CRITERIA TO BE USED FOR THE SELECTION OF ENROLLEES</b>
IX.A	Student Criteria
Header/Footer/Divider	Header/Footer/Divider
<b>X</b>	<b>PROGRAM ADVISORY COMMITTEE</b>
X.A	List names and organizations represented
X.B	List dates of meetings and summarize results
X.C	Describe how the Advisory Committee will be used in the future
Header/Footer/Divider	Header/Footer/Divider
<b>XI</b>	<b>OTHER COMMENTS</b>
XI.A	Adherence to Statewide Academic Standards
XI.B	National Industry Standards alignment:
XI.C	Industry Credentials Available:
XI.D	Program of Study (proposed/developed)
XI.E	Articulation/Dual Enrollment Agreements (proposed/developed)
Header/Footer/Divider	Header/Footer/Divider

## **Appendix G - Postsecondary CTE Program Approval**

### **MAINE COMMUNITY COLLEGE SYSTEM**

#### **ACADEMIC AFFAIRS**

#### **Section 303.1**

**SUBJECT: NEW PROGRAM PLANNING**

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**PURPOSE: To establish a process for planning and implementing new programs of study.**

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#### **A. Introduction**

Except as otherwise provided, the Maine Community College System Board of Trustees retains the authority to make final decisions on program of study implementation or discontinuance upon recommendation by the MCCS President after consultation with the college presidents. The concept for a new program of study in most instances should be initiated by a college.

#### **B. Definitions**

For purposes of this policy, the following terms have the following meanings:

1. "Notification of Intent to Plan a New Instructional Program" means a report outlining the following:
  - a. Overview of program;
  - b. Justification of program;
  - c. Resources to support program;
  - d. Relationship to current program; and
  - e. Accreditation and certification requirements.
2. "New Instructional Program Proposal" means a proposal that includes the following information:
  - a. Description, objectives and content of program;
  - b. Need justification;
  - c. Admission requirements, enrollment projections and completion projections;
  - d. Resource requirements; and
  - e. Costs and financial support requirements.

**C. Process and Procedures**

**1. Notice of Intent**

A college president seeking to implement a new program of study shall:

- a. Issue a *Notification of Intent to Plan a New Institutional Program* and forward copies to the MCCS President, MCCS Chief Academic Officer, and college presidents; and
- b. Submit to the Academic Affairs Council, MCCS Chief Academic Officer, and college presidents a *New Instructional Program Proposal* for institutional review and comment.

**2. Recommendations and Approvals**

- a. The MCCS Chief Academic Officer shall recommend to the Presidents Council and MCCS President approval or denial of the new program;
- b. A program approved by the Presidents Council and the MCCS President shall be reviewed by the Education Committee of the Board of Trustees and, if approved thereby, shall be reviewed by the Board of Trustees; and
- c. The MCCS President shall issue to the MCCS Chief Academic Officer and college presidents a *Notification of Program Approval* for each program approved by the Board of Trustees.

**3. Academic Inventory**

The MCCS Chief Academic Officer shall add to the MCCS Academic Inventory each newly approved program, and the originating college shall list the program in its college catalog.

**4. Effective Date**

Unless otherwise noted, a newly approved program shall take effect the next academic year.

**D. Forms**

The forms attached as A-1 (Notification of Intent to Plan a New Instructional Program) and A-2 (New Instructional Program Proposal) shall be used in the implementation of this procedure.

**E. Effective Date**

This procedure shall take effect on July 1, 2017.

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REFERENCES: MCCS Policy 303 DATE

ADOPTED: March 25, 1997

DATE(S) AMENDED: July 21, 1998; September 23, 2008; January 26, 2010, March 22, 2017;  
April 23, 2019

**MAINE COMMUNITY COLLEGE SYSTEM**

**ACADEMIC AFFAIRS**

**Section 303.1**

*Attachment A-1*

**Notification of Intent to Plan a New Instructional Program**

**General Information**

Name of Institution: \_\_\_\_\_

Program Title: \_\_\_\_\_

Proposed Program Implementation Date: \_\_\_\_\_

Degree Requested: \_\_\_\_\_ Other Award(s): \_\_\_\_\_

CIP, O\*Net, NAICS Codes: \_\_\_\_\_

Options (if any): \_\_\_\_\_

**Institutional Approval**

President: \_\_\_\_\_ Date: \_\_\_\_\_

**a.** Overview of Program: *(Briefly describe the purpose and objectives of the program and the expected career outcomes.)*

**b.** Justification of Program: *(State and regional need, and student demand) 1. Describe how the program will satisfy a clearly documented need (institutional, societal, and employability.)*

2. Identify similar programs in other college service areas that could justify collaboration with an existing institution.

**c.** Resources to Support Program: *(Project the level of resources required to achieve program quality and utility.)*

**d.** Relationship to Current Program: *(Address programmatic relationships. How does this program relate to other programs within the institution, or will it replaces an existing program, and is it likely to decrease enrollment in another program.)*

**e.** Accreditation and Certification Requirements: *(Identify any of these programmatic conditions that are unique in this submittal: preaccreditation, accreditation, industry standards, licensing, and certification.)*

Note: Do not confine information to the delimited space accorded respective elements in this application. Attach further descriptions/explanations as necessary. 6

**MAINE COMMUNITY COLLEGE SYSTEM  
ACADEMIC AFFAIRS**

**Section 303.1**

Attachment A-2

**New Instructional Program Proposal (NIPP)**

**General Information**

Name of Institution: \_\_\_\_\_

Program Title: \_\_\_\_\_

Proposed Program Implementation Date: \_\_\_\_\_

Degree Requested: \_\_\_\_\_ Other Award(s): \_\_\_\_\_

CIP, O\*Net, NAICS Codes: \_\_\_\_\_

Options (if any): \_\_\_\_\_

**A. Approvals 1. College (Institutional)**

**2. MCCS Review and Comment**

**3. Recommendation for Approval**

College Governance Process Date: \_\_\_\_\_

Dean of Academic Affairs Date: \_\_\_\_\_

President Date: \_\_\_\_\_

Academic Affairs Council Date: \_\_\_\_\_

MCCS Chief Academic Officer Date: \_\_\_\_\_

Presidents Date: \_\_\_\_\_

Presidents Council Date: \_\_\_\_\_

MCCS President Date: \_\_\_\_\_

BOT Education Committee Date: \_\_\_\_\_

Board of Trustees: Date: \_\_\_\_\_

**B. Documentation** MCCS President - Notification to College President/MCCS CAO Date: \_\_\_\_\_

MCCS CAO Update Academic Inventory Date: \_\_\_\_\_

College President Update College Catalog Date: \_\_\_\_\_ 7

## **New Instruction Program Proposal (NIPP)**

### **a. Program Proposal - Description, Objectives, and Content**

1. Describe the purpose and objectives of the program and career outcomes (i.e. the catalog copy). List the expected learning outcomes for graduates.
2. Will this program be related to other programs at your institution? If so, please explain.
3. Identify any existing program, option, concentration, or track that this program will replace.
4. Is it likely that this program will reduce enrollments in other programs at your institution? If so, please explain.
5. List new courses that will be added to your curriculum specifically for this program. Indicate course number, title, and credit hour value for each course.
6. Program Completion Requirements:
  - Credit hours required in major courses;
  - Credit hours in general education requirements;
  - Credit hours in required or free electives;
  - Credit hours for any option, specialization, track; and
  - Total credit hours required for completion.

Describe any additional requirements such as a comprehensive examination, practicum or internship, some of which may carry credit hours included in the list above.

Attach the Associate Degree and/or Certificate curricula by semester to this proposal as **APPENDIX A**.

7. If there is a recognized specialized accreditation agency for this program, please identify the agency and explain why you do or do not plan to seek accreditation. Indicate if graduation from an accredited program is a requirement to sit for a required licensure exam.
8. If passage of a licensure examination is required for employment in the proposed field, identify the examination and the administering body.
9. Identify institutions of higher education with which you will articulate transfer of credits for this program.
10. Will the program, or any part of it, be delivered using any type of distance education technology? If not, why?
11. Will the program be offered using non-traditional scheduling, e.g. evenings, weekends?

**b. Program Need Justification**

1. Will the program satisfy a clearly documented need (institutional, societal, and employability)?
2. Describe the need as indicated by human resources and economic development targets; state, regional and local studies, including MDoL projections and surveys to determine student interest and demand for graduates by employers; and, if appropriate, statement from regional employers supporting the program.
3. If the program duplicates or closely resembles another program already offered in the state, explain why this duplication is justified.
4. Based on your research on the employment market for graduates of this program, indicate the total projected job openings that require graduates from a program such as the one proposed (including both growth and replacement demands) in your service area as well as the state at large.

Year 1	Year 2	Year 3	Year 4	Year 5	Total	Annual Average
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College Service Area  
State

## Appendix H – High Wage, In-Demand

### 2019 CSSP APPROVED OCCUPATIONS LIST



#### High-Wage-In-Demand Criteria and Explanatory Notes

1. High Demand means the occupation is expected to have at least 20 openings per year between 2016 and 2026.
2. Occupations denoted by an asterisk have been added via petition process as defined in the CSSP Rules.
3. High Wage indicates a median wage above \$17.41 per hour in 2017.
4. The education value listed is the minimum education typically required for employment in the listed occupation.
5. CSSP rules allow trainees to use scholarship funds for up to a bachelor degree.
6. Entry wage is defined as the mean wage of the lower one-third of the distribution for the occupation.
7. "NA" indicates that an estimate is not available. Certain estimates are suppressed from publication to meet confidentiality or data quality requirements. Wage estimates above the processing limits of the statistical software are also denoted "na".
8. Industry Recognized Credential is defined as a certificate, degree or other formal qualification recognized by multiple employers across an industry.
9. Apprenticeship means a program that meets the federal guidelines set out in 29 Code of Federal Regulation, parts 29 and 30 and is registered with the Maine Apprenticeship Program

SOCCode	Standard Occupational Code (SOC) Title	Average Annual Openings	Median Hourly Wage	Entry Hourly Wage	Minimum Education Requirement
<b>MANAGEMENT OCCUPATIONS</b>					
11-3071	Transportation, Storage, and Distribution Managers	43	\$34.32	\$25.40	Industry Recognized Credential
11-9051	Food Service Managers	193	\$27.49	\$19.29	Industry Recognized Credential
11-9081	Lodging Managers	90	\$24.08	\$13.84	Industry Recognized Credential
11-9141	Property, Real Estate, and Community Association Managers	70	\$24.79	\$15.73	Industry Recognized Credential
11-2021	Marketing Managers	75	\$43.62	\$27.88	College Degree
11-2022	Sales Managers	87	\$57.45	\$35.93	College Degree
11-2031	Public Relations and Fundraising Managers	36	\$38.83	\$28.32	College Degree
11-3011	Administrative Services Managers	135	\$34.90	\$23.96	College Degree
11-3021	Computer and Information Systems Managers	117	\$53.89	\$38.02	College Degree
11-3031	Financial Managers	250	\$47.83	\$31.58	College Degree
11-3051	Industrial Production Managers	43	\$44.81	\$31.78	College Degree
11-3061	Purchasing Managers	22	\$48.10	\$35.78	College Degree
11-3121	Human Resources Managers	46	\$45.23	\$32.84	College Degree
11-9021	Construction Managers	218	\$39.54	\$28.23	College Degree
11-9041	Architectural and Engineering Managers	40	\$60.19	\$45.79	College Degree
11-9111	Medical and Health Services Managers	170	\$41.13	\$30.28	College Degree
11-9121	Natural Sciences Managers	21	\$49.57	\$35.35	College Degree
11-9151	Social and Community Service Managers	109	\$28.81	\$21.48	College Degree
11-9199	Managers, All Other	238	\$44.34	\$31.29	College Degree
11-1011	Chief Executives	50	\$56.15	\$34.28	College Degree College
11-1021	General and Operations Managers	1,021	\$38.03	\$19.88	Degree



<b>SOCCode</b>	<b>Standard Occupational Code (SOC) Title</b>	<b>Average Annual Openings</b>	<b>Median Hourly Wage</b>	<b>Entry Hourly Wage</b>	<b>Minimum Education Requirement</b>
<b>BUSINESS AND FINANCIAL OPERATIONS OCCUPATIONS</b>					
13-1031	Claims Adjusters, Examiners, and Investigators	115	\$27.58	\$20.35	Industry Recognized Credential
13-2082	Tax Preparers	55	\$18.77	\$12.67	Industry Recognized Credential
13-1022	Wholesale and Retail Buyers, Except Farm Products	98	\$28.66	na	College Degree
13-1023	Purchasing Agents, Except Wholesale, Retail, and Farm Products	68	\$28.66	na	College Degree
13-1041	Compliance Officers	81	\$31.02	\$19.81	College Degree
13-1051	Cost Estimators	79	\$29.14	\$20.45	College Degree
13-1071	Human Resources Specialists	164	\$26.52	\$19.42	College Degree
13-1081	Logisticians	25	\$33.29	\$24.37	College Degree
13-1111	Management Analysts	132	\$31.70	\$22.08	College Degree
13-1121	Meeting, Convention, and Event Planners	35	\$21.10	\$15.72	College Degree
13-1131	Fundraisers	48	\$25.14	\$17.26	College Degree
13-1141	Compensation, Benefits, and Job Analysis Specialists	32	\$26.58	\$21.26	College Degree
13-1151	Training and Development Specialists	103	\$25.03	\$17.53	College Degree
13-1161	Market Research Analysts and Marketing Specialists	89	\$31.27	\$22.40	College Degree
13-1199	Business Operations Specialists, All Other	314	\$29.81	\$19.49	College Degree
13-2011	Accountants and Auditors	440	\$29.60	\$21.91	College Degree
13-2021	Appraisers and Assessors of Real Estate	38	\$27.85	\$19.24	College Degree
13-2051	Financial Analysts	39	\$35.67	\$27.06	College Degree
13-2052	Personal Financial Advisors	45	\$43.07	\$23.42	College Degree
13-2053	Insurance Underwriters	25	\$30.36	\$21.78	College Degree
13-2071	Credit Counselors	21	\$18.97	\$15.90	College Degree
13-2072	Loan Officers	112	\$29.87	\$18.31	College Degree
13-2081	Tax Examiners and Collectors, and Revenue Agents	21	\$23.53	\$18.43	College Degree
13-2099	Financial Specialists, All Other	32	\$30.31	\$19.43	College Degree
<b>COMPUTER AND MATHEMATICAL OCCUPATIONS</b>					
15-1151	Computer User Support Specialists	163	\$23.64	\$17.92	Industry Recognized Credential
15-1134	Web Developers	36	\$27.96	\$20.48	College Degree
15-1152	Computer Network Support Specialists	70	\$28.45	\$20.28	College Degree
15-1121	Computer Systems Analysts	123	\$36.20	\$26.55	College Degree
15-1122	Information Security Analysts	30	\$39.63	\$26.29	College Degree
15-1131	Computer Programmers	41	\$36.53	\$26.78	College Degree
15-1132	Software Developers, Applications	159	\$41.20	\$29.87	College Degree
15-1133	Software Developers, Systems Software	24	\$45.00	\$30.22	College Degree
15-1141	Database Administrators	22	\$34.81	\$24.41	College Degree
15-1142	Network and Computer Systems Administrators	99	\$32.32	\$25.09	College Degree College
15-1143	Computer Network Architects	39	\$41.92	\$31.43	Degree

<b>SOCCode</b>	<b>Standard Occupational Code (SOC) Title</b>	<b>Average Annual Openings</b>	<b>Median Hourly Wage</b>	<b>Entry Hourly Wage</b>	<b>Minimum Education Requirement</b>
<b>COMPUTER AND MATHEMATICAL OCCUPATIONS, continued</b>					
15-1199	Computer Occupations, All Other	52	\$36.90	\$24.21	College Degree
15-2031	Operations Research Analysts	29	\$33.24	\$24.18	College Degree
<b>ARCHITECTURE AND ENGINEERING OCCUPATIONS</b>					
17-3031	Surveying and Mapping Technicians	41	\$20.67	\$15.43	Industry Recognized Credential
17-3011	Architectural and Civil Drafters	43	\$23.92	\$17.93	College Degree
17-3013	Mechanical Drafters	64	\$27.97	\$25.76	College Degree
17-3022	Civil Engineering Technicians	38	\$24.91	\$20.25	College Degree
17-3023	Electrical and Electronics Engineering Technicians	29	\$32.79	\$24.86	College Degree
17-3026	Industrial Engineering Technicians	30	\$28.29	\$19.89	College Degree
17-3029	Manufacturing/Engineering Technicians, Except Drafters, All Other	61	\$37.20	\$25.33	College Degree
17-1011	Architects, Except Landscape and Naval	27	\$37.54	\$20.74	College Degree
17-1022	Surveyors	36	\$28.03	\$20.69	College Degree
17-2051	Civil Engineers	83	\$36.78	\$26.84	College Degree
17-2071	Electrical Engineers	30	\$39.98	\$31.10	College Degree
17-2112	Industrial Engineers	52	\$40.59	\$31.42	College Degree
17-2121	Marine Engineers and Naval Architects	20	\$44.29	na	College Degree
17-2141	Mechanical Engineers	59	\$39.58	\$29.61	College Degree
17-2199	Engineers, All Other	39	\$42.35	\$25.39	College Degree
<b>LIFE, PHYSICAL AND SOCIAL SCIENCE OCCUPATIONS</b>					
19-4099	Life, Physical, and Social Science Technicians, All Other	23	\$22.98	\$16.44	College Degree
19-4093	Forester*	8	\$25.35	na	College Degree
19-2041	Environmental Scientists and Specialists, Including Health	40	\$26.15	\$21.25	College Degree
19-4021	Biological Technicians	55	\$20.04	\$15.55	College Degree
19-4061	Social Science Research Assistants	20	\$21.46	\$17.43	College Degree
<b>COMMUNITY AND SOCIAL SERVICE OCCUPATIONS</b>					
21-1011	Substance Abuse and Behavioral Disorder Counselors	58	\$22.66	na	College Degree
21-1021	Child, Family, and School Social Workers	159	\$23.27	\$19.26	College Degree
21-1029	Social Workers, All Other	50	\$23.50	\$18.94	College Degree
21-1091	Health Educators	48	\$22.82	\$17.58	College Degree
21-1092	Probation Officers and Correctional Treatment Specialists	30	\$21.97	\$17.43	College Degree
21-2011	Clergy	238	\$23.98	\$20.54	College Degree
<b>LEGAL OCCUPATIONS</b>					
23-2011	Paralegals and Legal Assistants	141	\$22.79	\$17.04	College Degree

SOCCode	Standard Occupational Code (SOC) Title	Average Annual Openings	Median Hourly Wage	Entry Hourly Wage	Minimum Education Requirement
<b>EDUCATION, TRAINING AND LIBRARY OCCUPATIONS</b>					
25-1194	Vocational Education Teachers, Postsecondary	21	\$19.29	\$16.41	College Degree
25-2012	Kindergarten Teachers, Except Special Education	84	\$25.17	na	College Degree
25-2021	Elementary School Teachers, Except Special Education	378	\$25.45	na	College Degree
25-2022	Middle School Teachers, Except Special and Career/Technical Education	191	\$25.64	na	College Degree
25-2031	Secondary School Teachers, Except Special and Career/Technical Ed	366	\$25.63	na	College Degree
25-2052	Special Education Teachers, Kindergarten and Elementary School	71	\$24.67	na	College Degree
25-2053	Special Education Teachers, Middle School	32	\$24.93	na	College Degree
25-2054	Special Education Teachers, Secondary School	57	\$24.29	na	College Degree
25-3097	Teachers and Instructors, All Other, Except Substitute Teachers	70	\$28.87	na	College Degree
25-9099	Education, Training, and Library Workers, All Other	21	\$17.54	\$10.22	College Degree
<b>ARTS, DESIGN, ENTERTAINMENT, SPORTS &amp; MEDIA OCCUPATIONS</b>					
27-1024	Graphic Designers	89	\$18.79	\$12.91	College Degree
27-2012	Producers and Directors	28	\$20.85	\$13.30	College Degree
27-3031	Public Relations Specialists	112	\$26.19	\$18.00	College Degree
27-3041	Editors	43	\$22.85	\$13.64	College Degree
27-3091	Interpreters and Translators	22	\$21.58	na	College Degree
<b>HEALTHCARE PRACTITIONERS AND TECHNICAL OCCUPATIONS</b>					
29-2032	Diagnostic Medical Sonographers*	16	\$35.11	\$27.64	Industry Recognized Credential
29-2055	Surgical Technologists	41	\$21.07	\$16.69	Industry Recognized Credential
29-2056	Veterinary Technologists and Technicians*	63	\$16.71	na	College Degree
29-2061	Licensed Practical and Licensed Vocational Nurses	90	\$21.56	\$18.60	Industry Recognized Credential
29-2071	Medical Records and Health Information Technicians	95	\$17.70	\$13.19	Industry Recognized Credential
29-2081	Opticians, Dispensing	24	\$18.40	\$14.31	Industry Recognized Credential
29-2099	Health Technologists and Technicians, All Other	43	\$21.57	\$16.04	Industry Recognized Credential
29-1126	Respiratory Therapists	37	\$27.80	\$23.17	College Degree
29-2012	Medical and Clinical Laboratory Technicians	29	\$25.87	na	College Degree
29-2021	Dental Hygienists	84	\$29.26	\$26.85	College Degree
29-2034	Radiologic Technologists	66	\$27.81	\$21.64	College Degree
29-1141	Registered Nurses	944	\$30.71	\$24.81	College Degree
29-2011	Medical and Clinical Laboratory Technologists	67	\$25.87	na	College Degree
<b>HEALTHCARE SUPPORT OCCUPATIONS</b>					
31-9091	Dental Assistants	139	\$19.01	\$15.88	Industry Recognized Credential
31-9092	Medical Assistants*	465	\$16.23	\$13.22	Industry Recognized Credential
31-2011	Occupational Therapy Assistants Physical	22	\$24.29	\$19.78	College Degree College
31-2021	Therapist Assistants	38	\$25.06	\$19.76	Degree

<b>SOCCode</b>	<b>Standard Occupational Code (SOC) Title</b>	<b>Average Annual Openings</b>	<b>Median Hourly Wage</b>	<b>Entry Hourly Wage</b>	<b>Minimum Education Requirement</b>
<b>PROTECTIVE SERVICE OCCUPATIONS</b>					
33-1012	First-Line Supervisors of Police and Detectives	22	\$32.35	\$26.62	Industry Recognized Credential
33-1021	First-Line Supervisors of Fire Fighting and Prevention Workers	20	\$27.79	\$20.24	Industry Recognized Credential
33-1099	First-Line Supervisors of Protective Service Workers, All Other	24	\$25.03	\$16.63	Industry Recognized Credential
33-2011	Firefighter	155	\$14.85	na	Industry Recognized Credential
33-3012	Correctional Officers and Jailers	111	\$18.35	\$15.31	Industry Recognized Credential
33-3021	Detectives and Criminal Investigators	36	\$31.20	\$22.26	Industry Recognized Credential
33-3051	Police and Sheriff's Patrol Officers	139	\$23.29	\$17.19	Industry Recognized Credential
<b>FOOD PREPARATION AND SERVING RELATED OCCUPATIONS</b>					
35-1011	Chefs and Head Cooks	113	\$21.96	\$15.76	Industry Recognized Credential
<b>BUILDING AND GROUNDS CLEANING AND MAINTENANCE OCCUPATIONS</b>					
37-1011	First-Line Supervisors of Housekeeping and Janitorial Workers	105	\$18.68	\$14.12	Industry Recognized Credential
37-1012	First-Line Supervisors of Landscaping, Lawn Service, and Groundskeeping Workers	91	\$22.44	\$16.47	Industry Recognized Credential
<b>PERSONAL CARE AND SERVICE OCCUPATIONS</b>					
39-1021	First-Line Supervisors of Personal Service Workers	177	\$17.44	\$13.59	Industry Recognized Credential
39-4031	Mortician, Undertaker, Funeral Director*	17	\$21.79	\$14.96	College Degree
<b>SALES AND RELATED OCCUPATIONS</b>					
41-1011	First-Line Supervisors of Retail Sales Workers	867	\$18.69	\$13.74	Industry Recognized Credential
41-1012	First-Line Supervisors of Non-Retail Sales Workers	130	\$29.71	\$19.26	Industry Recognized Credential
41-3021	Insurance Sales Agents	405	\$21.01	\$15.14	Industry Recognized Credential
41-3099	Sales Representatives, Services, All Other	293	\$24.79	\$14.01	Industry Recognized Credential
41-4012	Sales Representatives, Wholesale and Manufacturing, Except Technical and Scientific Products	440	\$26.75	\$16.95	Industry Recognized Credential
41-9021	Real Estate Brokers	39	\$23.80	\$13.55	Industry Recognized Credential
41-9022	Real Estate Sales Agents	42	\$20.20	\$14.10	Industry Recognized Credential
41-3031	Securities, Commodities, and Financial Services Sales Agents	71	\$27.42	\$16.77	College Degree
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	65	\$27.08	\$18.62	College Degree
<b>OFFICE AND ADMINISTRATIVE SUPPORT OCCUPATIONS</b>					
43-1011	First-Line Supervisors of Office and Administrative Support Workers	494	\$23.67	\$17.17	Industry Recognized Credential
43-3031	Bookkeeping, Accounting, and Auditing Clerks	787	\$18.04	\$13.61	Industry Recognized Credential
43-3051	Payroll and Timekeeping Clerks	57	\$18.99	\$13.16	Industry Recognized Credential
43-3061	Procurement Clerks	46	\$17.93	\$15.09	Industry Recognized Credential
43-4061	Eligibility Interviewers, Government Programs New	51	\$17.43	\$16.36	Industry Recognized Credential Industry
43-4141	Accounts Clerks	29	\$17.58	\$15.97	Recognized Credential

<b>SOCCode</b>	<b>Standard Occupational Code (SOC) Title</b>	<b>Average Annual Openings</b>	<b>Median Hourly Wage</b>	<b>Entry Hourly Wage</b>	<b>Minimum Education Requirement</b>
<b>OFFICE AND ADMINISTRATIVE SUPPORT OCCUPATIONS, continued</b>					
43-5031	Police, Fire, and Ambulance Dispatchers	67	\$19.50	\$15.76	Industry Recognized Credential
43-5032	Dispatchers, Except Police, Fire, and Ambulance	79	\$17.49	\$13.16	Industry Recognized Credential
43-5061	Production, Planning, and Expediting Clerks	106	\$27.76	\$18.20	Industry Recognized Credential
43-6011	Executive Secretaries and Executive Administrative Assistants	140	\$22.80	\$17.87	Industry Recognized Credential
43-6012	Legal Secretaries	63	\$18.21	\$14.45	Industry Recognized Credential
43-9041	Insurance Claims and Policy Processing Clerks	158	\$18.64	\$14.50	Industry Recognized Credential
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	53	\$18.24	\$14.99	College Degree
<b>CONSTRUCTION AND EXTRACTION OCCUPATIONS</b>					
47-1011	First-Line Supervisors of Construction Trades and Extraction Workers	245	\$26.21	\$19.71	Industry Recognized Credential
47-2021	Brickmasons and Blockmasons	23	\$18.59	\$14.51	Industry Recognized Credential
47-2031	Carpenters	625	\$19.22	\$14.97	Industry Recognized Credential
47-2073	Operating Engineers and Other Construction Equipment Operators	203	\$18.62	\$14.78	Industry Recognized Credential
47-2111	Electricians	356	\$23.89	\$18.56	Industry Recognized Credential
47-2152	Plumbers, Pipefitters, and Steamfitters	254	\$24.87	\$17.66	Industry Recognized Credential
47-2211	Sheet Metal Workers	77	\$21.79	\$15.25	Industry Recognized Credential
47-2221	Structural Iron and Steel Workers	24	\$21.61	\$16.41	Industry Recognized Credential
47-4011	Construction and Building Inspectors	60	\$23.94	\$16.78	Industry Recognized Credential
47-4041	Hazardous Materials Removal Workers	22	\$20.84	\$14.02	Industry Recognized Credential
<b>INSTALLATION, MAINTENANCE, AND REPAIR OCCUPATIONS</b>					
49-1011	First-Line Supervisors of Mechanics, Installers, and Repairers	175	\$28.67	\$20.12	Industry Recognized Credential
49-2011	Computer, Automated Teller, and Office Machine Repairers	51	\$20.39	\$13.83	Industry Recognized Credential
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	75	\$26.54	\$17.01	Industry Recognized Credential
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	80	\$28.30	\$22.07	Industry Recognized Credential
49-2098	Security and Fire Alarm Systems Installers	30	\$21.82	\$16.45	Industry Recognized Credential
49-3021	Automotive Body and Related Repairers	86	\$18.72	\$12.59	Industry Recognized Credential
49-3031	Bus and Truck Mechanics and Diesel Engine Specialists	125	\$20.64	\$16.06	Industry Recognized Credential
49-3042	Mobile Heavy Equipment Mechanics, Except Engines	76	\$20.28	\$15.49	Industry Recognized Credential
49-3051	Motorboat Mechanics and Service Technicians	28	\$20.99	\$16.10	Industry Recognized Credential
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	204	\$22.53	\$16.72	Industry Recognized Credential

<b>INSTALLATION, MAINTENANCE, AND REPAIR OCCUPATIONS, continued</b>					
49-9041	Industrial Machinery Mechanics	124	\$26.10	\$19.26	Industry Recognized Credential
49-9043	Maintenance Workers, Machinery	23	\$22.75	\$13.91	Industry Recognized Credential
49-9044	Millwrights	27	\$25.17	\$19.37	Industry Recognized Credential
49-9051	Electrical Power-Line Installers and Repairers	27	\$28.11	\$18.00	Industry Recognized Credential
49-9052	Telecommunications Line Installers and Repairers	48	\$27.61	\$18.05	Industry Recognized Credential
49-9071	Maintenance and Repair Workers, General	482	\$17.86	\$13.35	Industry Recognized Credential
49-9096	Riggers	26	\$27.01	\$21.94	Industry Recognized Credential
49-9099	Installation, Maintenance, and Repair Workers, All Other	115	\$19.40	\$13.21	Industry Recognized Credential
<b>PRODUCTION OCCUPATIONS</b>					
51-1011	First-Line Supervisors of Production and Operating Workers	279	\$29.16	\$19.47	Industry Recognized Credential
51-2041	Structural Metal Fabricators and Fitters	57	\$26.39	\$18.60	Industry Recognized Credential
51-4011	Computer-Controlled Machine Tool Operators, Metal and Plastic	72	\$21.83	\$16.70	Industry Recognized Credential
51-4041	Machinists	131	\$22.61	\$17.83	Industry Recognized Credential
51-4072	Molding, Coremaking, and Casting Machine Setters, Operators, and Tenders, Metal and Plastic	22	\$18.77	\$12.15	Industry Recognized Credential
51-4121	Welders, Cutters, Solderers, and Brazers	189	\$23.20	\$16.57	Industry Recognized Credential
51-4192	Layout Workers, Metal and Plastic	22	\$22.76	\$18.37	Industry Recognized Credential
51-7011	Cabinetmakers and Bench Carpenters	70	\$18.41	\$13.73	Industry Recognized Credential
51-8021	Stationary Engineers and Boiler Operators	28	\$23.18	\$17.44	Industry Recognized Credential
51-8031	Water and Wastewater Treatment Plant and System Operators	51	\$21.77	\$16.57	Industry Recognized Credential
51-9012	Separating, Filtering, Clarifying, Precipitating, and Still Machine Setters, Operators, and Tenders	34	\$23.27	\$13.79	Industry Recognized Credential
51-9023	Mixing and Blending Machine Setters, Operators, and Tenders	29	\$21.59	\$14.81	Industry Recognized Credential
51-9032	Cutting and Slicing Machine Setters, Operators, and Tenders	37	\$23.18	\$15.24	Industry Recognized Credential
51-9061	Inspectors, Testers, Sorters, Samplers, and Weighers	118	\$20.35	\$15.12	Industry Recognized Credential
51-9121	Coating, Painting, and Spraying Machine Setters, Operators, and Tenders	41	\$24.17	\$14.31	Industry Recognized Credential
51-9122	Painters, Transportation Equipment	33	\$17.98	\$13.82	Industry Recognized Credential
<b>TRANSPORTATION AND MATERIAL MOVING OCCUPATIONS</b>					
53-1021	First-Line Supervisors of Helpers, Laborers, & Material Movers, Hand	40	\$23.88	na	Industry Recognized Credential
53-1031	First-Line Supervisors of Transportation and Material-Moving Machine and Vehicle Operators	85	\$23.88	na	Industry Recognized Credential
53-3021	Bus Drivers, Transit and Intercity	55	\$17.72	\$13.32	Industry Recognized Credential
53-3032	Heavy and Tractor-Trailer Truck Drivers	984	\$18.30	\$13.73	Industry Recognized Credential Industry
53-7032	Excavating and Loading Machine and Dragline Operators	69	\$19.01	\$15.79	Recognized Credential

## **Appendix I - Maine Legislation:**

[Title 20-A, Chapter 207-A §4722](#)

[Title 20-A, Chapter 208-A](#)

[Title 20-A, Chapter 229](#)

[Title 20-A, Chapter 313 §8306-B](#)

[Rule 237](#)

[P.L. 2017, Chapter 465](#)

[P.L. 2017, Chapter 466](#)

[P.L. 2017, Chapter 420](#)

[P.L. 2017, Chapter 446](#)

[P.L. 2017, Chapter 171](#)

[P.L. 2019, Chapter 202](#)

[Title 26 – Chapter 25 Workforce Investment](#)

**Maine Revised Statutes**  
**Title 20-A: EDUCATION**  
**Chapter 207-A: INSTRUCTION**

**§4722. HIGH SCHOOL DIPLOMA STANDARDS**

A secondary school shall provide a comprehensive program of instruction leading to a high school diploma as set out in section 4721. The commissioner shall develop rules for the transition between the requirements of this section and the parameters for essential instruction and graduation requirements established under section 6209. [2009, c. 313, §14 (AMD).]

**1. Minimum instructional requirements.** A comprehensive program of instruction must include a minimum 4-year program that meets the curriculum requirements established by this chapter and any other instructional requirements established by the commissioner and the school board.

[ 2009, c. 313, §15 (AMD) .]

**2. Required subjects.** Courses in the following subjects shall be provided in separate or integrated study programs to all students and required for a high school diploma:

A. English--4 years; [1983, c. 859, Pt. C, §§5, 7 (NEW).]

B. Social studies and history, including American history, government, civics and personal finance--2 years; [2013, c. 244, §1 (AMD).]

C. Mathematics--2 years; [1983, c. 859, Pt. C, §§5, 7 (NEW).]

D. Science, including at least one year of laboratory study--2 years; and [1983, c. 859, Pt. C, §§5, 7 (NEW).]

E. Fine arts, which may include art, music, forensics or drama--one year. [1983, c. 859, Pt. C, §§5, 7 (NEW).]

[ 2013, c. 244, §1 (AMD) .]

**2-A. Implementation of multiple pathways and opportunities.** Students may demonstrate achievement of the standards through multiple pathways as set out under section 4703 and multiple opportunities. Achievement may be demonstrated by evidence documented by course and learning experiences using multiple measures, such as, but not limited to, examinations, quizzes, portfolios, performances, exhibitions, projects and community service.

[ 2013, c. 176, §1 (AMD) .]

**3. Satisfactory completion.** A diploma may be awarded to secondary school students who have satisfactorily completed all diploma requirements in accordance with the academic standards of the school administrative unit and this chapter. All secondary school students must achieve the content standards of the parameters for essential instruction and graduation requirements established pursuant to section 6209. Children with disabilities, as defined in section 7001, subsection 1-B, who successfully meet the content standards of the parameters for essential instruction and graduation requirements in addition to any other diploma requirements applicable to all secondary school students, as specified by the goals and objectives of their individualized education plans, may be awarded a high school diploma. Career and technical students may, with the approval of the commissioner, satisfy the requirements of subsection 2 through separate or integrated study within the career and technical school curriculum, including through courses provided



pursuant to section 8402 or 8451-A.

[ 2013, c. 439, §3 (AMD) .]

**4. Exception.** A secondary school student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education or a secondary school student who has satisfactorily completed the junior and senior years in a dual enrollment career and technical education program formed pursuant to chapter 229 may be eligible to receive a high school diploma from the secondary school the student last attended, although the student may not meet the graduation requirements of this Title.

[ 2013, c. 318, §1 (AMD) .]

**5. Advanced study.** Nothing in this chapter may prevent the award of a diploma to a student who has completed all diploma requirements in fewer than 4 years of study.

[ 1983, c. 859, Pt. C, §§5, 7 (NEW) .]

**6. Exception for certain veterans.** A secondary school may award a high school diploma to a person who meets all of the following requirements. A diploma may be awarded posthumously.

A. The person or the person's family must apply to the secondary school for the diploma. [2001, c. 85, §1 (NEW).]

B. The person must either:

(1) Have attended the secondary school or attended a secondary school in the geographic area now served by the secondary school; or

(2) Currently reside in the geographic area served by the secondary school. [2001, c. 85, §1 (NEW).]

C. The person must have left secondary school:

(1) Before or during World War II to serve in the Armed Forces during World War II;

(2) Before or during the Korean Conflict to serve in the Armed Forces in the Korean Conflict;

(3) Before or during the Vietnam War to serve in the Armed Forces during the Vietnam War era. For purposes of this subparagraph, "Vietnam War era" means the period beginning February 28, 1961 and ending May 7, 1975; or

(4) To serve in the Armed Forces during the period of wartime or peacetime after a period of wartime described in subparagraph (1), (2) or (3). [2013, c. 281, §1 (AMD).]

D. The person did not graduate or receive a high school diploma because of service in the Armed Forces. [2001, c. 85, §1 (NEW).]

E. The person received an honorable discharge or a certificate of honorable service from the Armed Forces. [2001, c. 85, §1 (NEW).]

For purposes of this subsection, "Armed Forces" means the Army, Navy, Air Force, Marine Corps or Coast Guard; and the Merchant Marines only for the period of December 7, 1941 to August 16, 1945.

[ 2013, c. 281, §1 (AMD) .]

**7. (TEXT EFFECTIVE UNTIL 12/13/18) Applicability of requirements; transition to proficiency-based diploma.** Except as provided in section 4722-A, this section applies to the granting of diplomas to secondary school students before January 1, 2017.

[ 2011, c. 669, §6 (NEW) .]

**7. (TEXT EFFECTIVE 12/13/18) Applicability of requirements.** This section applies to the granting of diplomas to secondary school students beginning January 1, 2019.

[ 2017, c. 466, §8 (AMD) .]

**8. (TEXT REPEALED 12/13/18) Repeal.**

[ 2017, c. 466, §9 (RP) .]

**8. (TEXT EFFECTIVE UNTIL 12/13/18) Repeal.** This section is repealed July 1, 2020.

[ 2011, c. 669, §6 (NEW) .]

#### SECTION HISTORY

1983, c. 859, §§C5,C7 (NEW). 1989, c. 230, (AMD). 1991, c. 716, §7 (AMD). 2001, c. 85, §1 (AMD). 2001, c. 454, §§23,24 (AMD). 2003, c. 545, §6 (REV). 2005, c. 446, §2 (AMD). 2005, c. 662, §A9 (AMD). 2007, c. 451, §2 (AMD). 2009, c. 313, §§14-17 (AMD). 2011, c. 25, §1 (AMD). 2011, c. 294, §1 (AMD). 2011, c. 669, §6 (AMD). 2011, c. 686, §1 (AMD). 2013, c. 176, §1 (AMD). 2013, c. 244, §1 (AMD). 2013, c. 281, §1 (AMD). 2013, c. 318, §1 (AMD). 2013, c. 439, §3 (AMD). 2017, c. 466, §§8, 9 (AMD).

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**Maine Revised Statutes**  
**Title 20-A: EDUCATION**  
**Chapter 208-A: POSTSECONDARY ENROLLMENT**

**§4771. ELIGIBLE INSTITUTION AND SEMESTER; DEFINED**

As used in this chapter, unless the context otherwise indicates, "eligible institution" means the institutions of the University of Maine System, the Maine Community College System and the Maine Maritime Academy. "Semester" means the fall, spring or summer term of an academic year. [2007, c. 240, Pt. VVV, §1 (AMD).]

SECTION HISTORY

1997, c. 758, §2 (NEW). 2003, c. 20, §OO2 (AMD). 2003, c. 20, §OO4 (AFF). 2007, c. 240, Pt. VVV, §1 (AMD).

**§4772. POSTSECONDARY COURSES; STUDENT ELIGIBILITY**

A secondary school student may be eligible to receive state subsidy for postsecondary courses, as specified in section 4775, if the following requirements are satisfied: [1997, c. 758, §2 (NEW).]

**1. Availability.** The eligible institution has space available for the secondary school student;

[ 1997, c. 758, §2 (NEW) .]

**2. Academic standing.** Unless granted a waiver by the eligible institution, the student is maintaining a minimum secondary school grade point average of at least 3.0 on a scale of 4.0, or the equivalent of a "B" average, as determined by the school unit;

[ 2005, c. 519, Pt. XX, §1 (AMD) .]

**3. Course prerequisites.** The eligible institution has determined that the student has satisfactorily completed all course prerequisites;

[ 1997, c. 758, §2 (NEW) .]

**4. School approval.** The school unit approves;

[ 2005, c. 519, Pt. XX, §2 (AMD) .]

**5. Parental approval.** The student's parent approves; and

[ 2005, c. 519, Pt. XX, §2 (AMD) .]

**6. Recommendation.** The student has received a recommendation to take a postsecondary course or courses at an eligible institution from the student's school administration or one of the student's secondary school teachers following an assessment of the student by the school administration.

[ 2005, c. 519, Pt. XX, §3 (NEW) .]

SECTION HISTORY

1997, c. 758, §2 (NEW). 2005, c. 519, §§XX1-3 (AMD).

## **§4772-A. STUDENT ELIGIBILITY; EXCEPTION**

A secondary school student who does not meet the requirements of section 4772, subsection 2 is eligible under this chapter if that student: [1999, c. 495, §1 (NEW).]

**1. Enrolled as junior.** Is enrolled in grade 11 or higher in the student's school unit;  
[ 1999, c. 1, §25 (COR) .]

**2. Recommendation.** Has received a recommendation to take a postsecondary course or courses at an eligible institution from the student's school administration or from a teacher at the student's school following an assessment of the student by the school administration; and  
[ 2005, c. 519, Pt. XX, §4 (AMD) .]

**3. Approval.** Has been approved for participation in a course or courses by an eligible institution.  
[ 1999, c. 495, §1 (NEW) .]

### SECTION HISTORY

RR 1999, c. 1, §25 (COR). 1999, c. 495, §1 (NEW). 2005, c. 519, §XX4 (AMD).

## **§4772-B. STUDENTS RECEIVING HOMESCHOOL INSTRUCTION**

A student is eligible to receive a state subsidy for postsecondary courses, as specified in section 4775, if the student is receiving home instruction in a program that meets the requirements of section 5001-A, subsection 3, paragraph A, subparagraph (4) and the eligible institution: [2013, c. 400, §1 (NEW).]

**1. Space available.** Has space available for the student;  
[ 2013, c. 400, §1 (NEW) .]

**2. Course prerequisites.** Has determined that the student has satisfactorily completed all course prerequisites; and  
[ 2013, c. 400, §1 (NEW) .]

**3. Academic fitness.** Reviews all requested evidence of the student's academic fitness and gives its approval for the student to take the requested course or courses.  
[ 2013, c. 400, §1 (NEW) .]

A student who meets the requirements of this section is eligible to participate in postsecondary courses at an eligible institution under this section, subject to the requirements and conditions of sections 4774 to 4776. Notwithstanding section 15672, subsection 32, a student described in this section is considered to be a subsidizable pupil for

purposes of receiving the subsidy provided in this chapter. [2013, c. 400, §1 (NEW).]

SECTION HISTORY  
2013, c. 400, §1 (NEW).

## **§4773. DISSEMINATION OF INFORMATION**

School administrative units shall provide general information concerning postsecondary education options available to parents and students. [1997, c. 758, §2 (NEW).]

SECTION HISTORY  
1997, c. 758, §2 (NEW).

## **§4774. CREDITS**

**1. High school credit.** A school administrative unit may grant academic credit toward a high school diploma to a student who successfully completes a course under this chapter.

[ 1997, c. 758, §2 (NEW) .]

**2. Postsecondary credit.** The eligible institution shall grant full credit to any student who successfully completes a course at the eligible institution under this chapter. The course must apply to graduation requirements at the eligible institution in which it was taken or be transferable to another eligible institution on an equal basis with a course taken by any other student at the eligible institution.

[ 1997, c. 758, §2 (NEW) .]

SECTION HISTORY  
1997, c. 758, §2 (NEW).

## **§4775. PAYMENT; APPROPRIATIONS**

Until the 2018-2019 school year, the department shall pay 50% of the in-state tuition for the first 6 credit hours taken each semester by a student at an eligible institution and up to 12 credit hours per academic year. The eligible institution may not make any additional tuition charges for the course but may impose fees and charges, other than tuition, that are ordinarily imposed on students not covered by this chapter. Funds appropriated to the department to carry out the purposes of this chapter must be in addition to the customary and ongoing amounts appropriated for general purpose aid for local schools. [2017, c. 284, Pt. C, §8 (AMD).]

Beginning with the 2018-2019 school year, the department shall reimburse each eligible institution the cost of in-state tuition up to the maximum rate, calculated as follows: 50% of the average in-state tuition rate for the highest and lowest in-state tuition rates established by the University of Maine System for eligible institutions within the system for the first 6 credit hours taken each semester by a student at an eligible institution and up to 12 credit hours per academic year. The eligible institution may not make any additional tuition charges for the course but may impose fees and charges, other than tuition, that are ordinarily imposed on students not covered by this chapter. Funds appropriated to the department to carry

out the purposes of this chapter must be in addition to the customary and ongoing amounts appropriated for general purpose aid for local schools. [2017, c. 284, Pt. C, §8 (NEW).]

SECTION HISTORY

1997, c. 758, §2 (NEW). 2013, c. 368, Pt. C, §2 (AMD). 2017, c. 284, Pt. C, §8 (AMD).

**§4776. DISTRIBUTION OF AVAILABLE FUNDING**

Not more than 10% of the total funding available to the department for postsecondary education, either through a direct appropriation for postsecondary education under this chapter or as part of the ongoing funds included in the appropriation for general purpose aid for local schools, may be used for secondary students to take a postsecondary course during the summer term. [2007, c. 240, Pt. VVV, §2 (NEW).]

SECTION HISTORY

2007, c. 240, Pt. VVV, §2 (NEW).

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**Maine Revised Statutes**  
**Title 20-A: EDUCATION**

**Chapter 229: DUAL ENROLLMENT CAREER AND TECHNICAL EDUCATION PROGRAMS**

**§6971. DEFINITIONS**

As used in this chapter, unless the context otherwise indicates, the following terms have the following meanings. [2013, c. 318, §3 (NEW).]

**1. Collaborative agreement.** "Collaborative agreement" means an agreement between a secondary school, a career and technical education program and one or more public postsecondary educational institutions in the State to form a collaborative partnership that articulates a credit transfer agreement between the publicly supported educational institutions and that specifies each institution's responsibility for and cost of the delivery of specified secondary and postsecondary educational functions and support services over a 3-year period for a cohort-based program that provides secondary school students with the opportunity to take postsecondary education courses and earn credits toward an associate degree while participating in a career and technical education program that integrates secondary education and postsecondary education courses.

[ 2013, c. 318, §3 (NEW) .]

**2. Collaborative board.** "Collaborative board" means the governing body composed of representatives of the publicly supported educational institutions participating in the collaborative partnership and the department. The collaborative board has direct oversight over all collaborative agreements.

[ 2013, c. 318, §3 (NEW) .]

**3. Collaborative partnership.** "Collaborative partnership" means a dual enrollment career and technical education collaborative partnership formed pursuant to this chapter to provide a cohort-based learning pathway for career and technical education students that provides those students with the opportunity to take postsecondary education courses and earn credits toward an associate degree while participating in a career and technical education program that integrates secondary education and postsecondary education courses.

[ 2013, c. 318, §3 (NEW) .]

**4. Dual enrollment career and technical education program.** "Dual enrollment career and technical education program" means a nonduplicative learning pathway for a specific career and technical education program that provides secondary school students with the opportunity to take postsecondary education courses and earn credits toward an associate degree while participating in a career and technical education program that:

A. Provides a cohort-based experience for secondary school students to acquire technical skills and proficiencies through enrollment in a career and technical education program in their junior and senior years and earn concurrent credits toward a high school diploma and a postsecondary education degree through dual enrollment in integrated secondary and postsecondary education courses over a 3-year period that:

- (1) Begins with the student's junior year in secondary school;
- (2) Includes up to 3 years of summer career academies;
- (3) Includes a college freshman seminar experience;

- (4) Meets national concurrent enrollment standards;
- (5) Concludes at the end of summer following the student's senior year in secondary school; and
- (6) Includes college course work that provides the opportunity to earn a general associate degree allowing students of many diverse interests the opportunity to transfer credits earned to postsecondary education programs of their individual choosing; and [2013, c. 318, §3 (NEW).]

B. Includes individual learning plans, academic and career assessment, college and career advising, career exploration and job-shadowing opportunities matched to achieve the student's individual academic and career goals. [2013, c. 318, §3 (NEW).]

[ 2013, c. 318, §3 (NEW) .]

**5. Eligible agencies for funding.** "Eligible agencies for funding" means career and technical education centers and regions as defined in chapter 313.

[ 2013, c. 318, §3 (NEW) .]

**6. Publicly supported educational institution.** "Publicly supported educational institution" means a publicly supported secondary school, a career and technical education program and a public postsecondary education institution in the State.

[ 2013, c. 318, §3 (NEW) .]

#### SECTION HISTORY

2013, c. 318, §3 (NEW).

## **§6972. DUAL ENROLLMENT CAREER AND TECHNICAL EDUCATION PROGRAM**

**1. Application.** Representatives of the governing bodies of publicly supported educational institutions may file an application with the commissioner for the purpose of entering into a collaborative agreement. A collaborative partnership is governed by a collaborative board formed and operating in accordance with this chapter. The participation of publicly supported educational institutions in any of the specified educational functions or support services included in the collaborative agreement is voluntary. A collaborative board may designate personnel of the publicly supported educational institutions or service providers to provide the specified educational functions or support services included in the collaborative agreement. The collaborative board must include one representative from each publicly supported educational institution participating in the collaborative partnership.

[ 2013, c. 318, §3 (NEW) .]

**2. Contract.** The career and technical education center or region may enter into a contract with a service provider that operates as a nonprofit organization to provide technical assistance in developing and implementing the initial phase of the dual enrollment program. The service provider selected must meet the specified educational functions, support services and all other requirements of the grant application as required by the department to facilitate the development and implementation of the dual enrollment career and technical education program.

[ 2013, c. 318, §3 (NEW) .]

#### SECTION HISTORY

2013, c. 318, §3 (NEW).



## **§6973. APPLICATION; APPROVAL; RATIFICATION**

**1. Application.** An application under section 6972 for a collaborative partnership must be in a form and contain such information as required by the commissioner, including, but not limited to:

A. The identification of the publicly supported educational institutions that are applying to form the collaborative partnership; [2013, c. 318, §3 (NEW).]

B. The specified educational functions and support services to be provided by the collaborative partnership, including the identification of the publicly supported educational institution that will participate in each specified educational function or support service and the number of students or staff to be served in each publicly supported educational institution that is participating in each specified educational function or support service to be carried out by the collaborative partnership; [2013, c. 318, §3 (NEW).]

C. The duration of the collaborative agreement; [2013, c. 318, §3 (NEW).]

D. The cost estimate or operational budget for the specified educational functions or support services to be carried out; [2013, c. 318, §3 (NEW).]

E. The method of providing the specified educational functions or support services and the designation of publicly supported educational institution personnel or service providers who will provide the specified educational functions or support services; [2013, c. 318, §3 (NEW).]

F. The method of sharing costs among the publicly supported educational institutions; and [2013, c. 318, §3 (NEW).]

G. The identity of the service provider, if any, with which a career and technical center or region plans to contract pursuant to section 6972, subsection 2. [2013, c. 1, §34 (COR).]

[ 2013, c. 1, §34 (COR) .]

**2. Approval.** If the commissioner finds that an application under section 6972 contains the information required to be submitted pursuant to subsection 1, the commissioner shall notify each publicly supported educational institution participating in the collaborative agreement that, pending ratification as set forth in subsection 3, the collaborative partnership is approved. The commissioner shall keep a register of collaborative partnerships that have been approved and ratified pursuant to this chapter.

[ 2013, c. 318, §3 (NEW) .]

**3. Governing body ratification.** If the commissioner approves an application for a collaborative partnership pursuant to subsection 2, the collaborative partnership must be ratified by a majority of the members of the governing body of each publicly supported educational institution involved in the collaborative partnership before the collaborative partnership becomes effective.

[ 2013, c. 318, §3 (NEW) .]

### SECTION HISTORY

RR 2013, c. 1, §34 (COR). 2013, c. 318, §3 (NEW).

## §6974. COLLABORATIVE AGREEMENT

**1. Duration of collaborative agreement.** A collaborative agreement that has been ratified pursuant to section 6973 is valid for the fiscal year beginning July 1st following the ratification vote and ends June 30th of the calendar year that coincides with the expiration date included in the collaborative agreement.

[ 2013, c. 318, §3 (NEW) .]

**2. Renewal of collaborative partnership.** A collaborative partnership may be renewed only upon ratification by a majority of the members of the governing body of each publicly supported educational institution involved in the collaborative partnership in accordance with this chapter.

[ 2013, c. 318, §3 (NEW) .]

### SECTION HISTORY

2013, c. 318, §3 (NEW).

## §6975. STUDENT ELIGIBILITY

A secondary school student is eligible to participate in secondary and postsecondary courses offered by a collaborative partnership formed pursuant to this chapter if the student is a full-time student at a public secondary school and enrolled in a career and technical education program at a career and technical education center or a career and technical education region. [2013, c. 318, §3 (NEW).]

### SECTION HISTORY

2013, c. 318, §3 (NEW).

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**Maine Revised Statutes**  
**Title 20-A: EDUCATION**

**Chapter 313: CAREER AND TECHNICAL EDUCATION**

**§8306-B. APPROVAL OF PROGRAMS AND COURSES; INDUSTRY STANDARDS**

**1. Rules.** The commissioner may adopt rules to establish requirements for career and technical education programs and courses in alignment with the system of learning results established in section 6209, to establish procedures for approving career and technical education programs and courses and to otherwise carry out the purposes of this chapter. Rules adopted pursuant to this subsection are routine technical rules as defined in Title 5, chapter 375, subchapter 2-A.

[ 2011, c. 679, §10 (NEW) .]

**2. Approval required.** A career and technical education program must be approved by the commissioner, in accordance with this chapter, in order to:

A. Be offered by a career and technical education center, region or affiliated unit; [2011, c. 679, §10 (NEW).]

B. Receive state subsidy; or [2011, c. 679, §10 (NEW).]

C. 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. [2011, c. 679, §10 (NEW).]

[ 2011, c. 679, §10 (NEW) .]

**3. Industry standards.** An approved career and technical education program must be designed to enable a student to meet industry standards applicable to the program.

A. The commissioner shall establish an industry stakeholder group to recommend industry standards to be met in each program offered by a career and technical education region, center or affiliated unit. [2011, c. 679, §10 (NEW).]

B. The industry stakeholder group under paragraph A 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. [2011, c. 679, §10 (NEW).]

C. If the industry stakeholder group under paragraph A 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. [2011, c. 679, §10 (NEW).]

D. 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. [2011, c. 679, §10 (NEW).]

[ 2011, c. 679, §10 (NEW) .]

**4. Learning pathways and articulation agreements with postsecondary institutions; collaborative agreements.** To the greatest extent possible, a 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.

[ 2013, c. 318, §4 (AMD) .]

**5. Application.** A statewide career and technical education program seeking approval from the commissioner after the effective date of this section must meet the requirements of this section. A program approved by the commissioner prior to the effective date of this section must certify to the commissioner not later than July 1, 2013 that the program meets industry standards.

[ 2011, c. 679, §10 (NEW) .]

#### SECTION HISTORY

2011, c. 679, §10 (NEW). 2013, c. 318, §4 (AMD).

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

---

1. Definition

Live or Outside Work

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

2. Local Requirements for "Live or Outside Work"

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

A. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a program advisory committee with broad representation of business and industry, to include the full range of sizes of the businesses in the area. The majority of members of the program advisory committee must come from the private sector.

B. All vocational education programs, school-to-work programs and school-based enterprises that are at least in part funded by Federal or State funds must have a live work policy in place. An established live work policy will:

1. insure that all expenditures and receipts are thoroughly accounted for
  2. include a local grievance procedure
  3. state that work will be accepted in a manner that will best enhance the present learning objectives of the students
  4. identify in writing who may qualify to request/receive live work products or services
- C. The appropriate program advisory committee and the governing board of the schools must approve each live work policy.
- D. Policies and procedures for administering “live work” must be filed with the Maine Department of Education for its review to assure compliance with this rule. Any amendments to such policies and procedures are also subject to Department of Education review.
- E. Annually the program advisory committees and the governing boards must review the live work policies and send evidence of this review to the Maine Department of Education.
- 

STATUTORY AUTHORITY: 20-A MRSA Section 8306-A

EFFECTIVE DATE:

June 21, 1979 (EMERGENCY)

EFFECTIVE DATE OF PERMANENT RULE:

August 30, 1979

EFFECTIVE DATE (ELECTRONIC CONVERSION):

May 19, 1996

AMENDED:

July 18, 1999

APPROVED

JULY 10, 2018 BY

GOVERNOR

CHAPTER

465

PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD TWO THOUSAND AND EIGHTEEN

H.P. 585 - L.D. 836

**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**

**Preamble.** Two thirds of both Houses of the Legislature deeming it necessary in accordance with the Constitution of Maine, Article IX, Section 14 to authorize the issuance of bonds on behalf of the State of Maine to provide funds as described in this Act,

Be it enacted by the People of the State of Maine as follows:

**PART A**

**Sec. A-1. Authorization of bonds.** The Treasurer of State is authorized, under the direction of the Governor, to issue bonds in the name and on behalf of the State in an amount not exceeding \$49,000,000 for the purposes described in section 5 of this Part. The bonds are a pledge of the full faith and credit of the State. The bonds may not run for a period longer than 10 years from the date of the original issue of the bonds.

**Sec. A-2. Records of bonds issued; Treasurer of State.** The Treasurer of State shall ensure that an account of each bond is kept showing the number of the bond, the name of the successful bidder to whom sold, the amount received for the bond, the date of sale and the date when payable.

**Sec. A-3. Sale; how negotiated; proceeds appropriated.** The Treasurer of State may negotiate the sale of the bonds by direction of the Governor, but no bond may be loaned, pledged or hypothecated on behalf of the State. The proceeds of the sale of the bonds, which must be held by the Treasurer of State and paid by the Treasurer of State upon warrants drawn by the State Controller, are appropriated solely for the purposes set forth in this Part. Any unencumbered balances remaining at the completion of the project in this Part lapse to the Office of the Treasurer of State to be used for the retirement of general obligation bonds.

**Sec. A-4. Interest and debt retirement.** The Treasurer of State shall pay interest due or accruing on any bonds issued under this Part and all sums coming due for payment of bonds at maturity.

**Sec. A-5. Disbursement of bond proceeds from General Fund bond issue.** The proceeds of the sale of the bonds authorized under this Part must be expended as designated in the following schedule under the direction and supervision of the agencies and entities set forth in this section.

## UNIVERSITY OF MAINE SYSTEM

Provides funds for the construction, reconstruction and remodeling of existing or new facilities and other infrastructure within the University of Maine System as approved by the Board of Trustees in order to expand workforce development capacity and attract and retain students. Bond funds must be matched by other public and private funds.

Total	\$49,000,00
0	

**Sec. A-6. Contingent upon ratification of bond issue.** Sections 1 to 5 do not become effective unless the people of the State ratify the issuance of the bonds as set forth in this Part.

**Sec. A-7. Appropriation balances at year-end.** At the end of each fiscal year, all unencumbered appropriation balances representing state money carry forward. Bond proceeds that have not been expended within 10 years after the date of the sale of the bonds lapse to the Office of the Treasurer of State to be used for the retirement of general obligation bonds.

**Sec. A-8. Bonds authorized but not issued.** Any bonds authorized but not issued within 5 years of ratification of this Part are deauthorized and may not be issued, except that the Legislature may, within 2 years after the expiration of that 5-year period, extend the period for issuing any remaining unissued bonds for an additional amount of time not to exceed 5 years.

**Sec. A-9. Referendum for ratification; submission at election; form of question; effective date.** This Part must be submitted to the legal voters of the State at a statewide election held in the month of November following passage of this Act. The municipal officers of this State shall notify the inhabitants of their respective cities, towns and plantations to meet, in the manner prescribed by law for holding a statewide election, to vote on the acceptance or rejection of this Part by voting on the following question:

"Do you favor a \$49,000,000 bond issue to be matched by at least



\$49,000,000 in private and public funds to modernize and improve the facilities and infrastructure of Maine's public universities in order to expand workforce development capacity and to attract and retain students to strengthen Maine's economy and future workforce?"

The legal voters of each city, town and plantation shall vote by ballot on this question and designate their choice by a cross or check mark placed within a corresponding square below the word "Yes" or "No." The ballots must be received, sorted, counted and declared in open ward, town and plantation meetings and returns made to the Secretary of State in the same manner as votes for members of the Legislature. The Governor shall review the returns. If a majority of the legal votes are cast in favor of this Part, the Governor shall proclaim the result without delay and this Part becomes effective 30 days after the date of the proclamation.

The Secretary of State shall prepare and furnish to each city, town and plantation all ballots, returns and copies of this Part necessary to carry out the purposes of this referendum.

## **PART B**

**Sec. B-1. Authorization of bonds.** The Treasurer of State is authorized, under the direction of the Governor, to issue bonds in the name and on behalf of the State in an amount not exceeding \$15,000,000 for the purposes described in section 5 of this Part. The bonds are a pledge of the full faith and credit of the State. The bonds may not run for a period longer than 10 years from the date of the original issue of the bonds.

**Sec. B-2. Records of bonds issued; Treasurer of State.** The Treasurer of State shall ensure that an account of each bond is kept showing the number of the bond, the name of the successful bidder to whom sold, the amount received for the bond, the date of sale and the date when payable.

**Sec. B-3. Sale; how negotiated; proceeds appropriated.** The Treasurer of State may negotiate the sale of the bonds by direction of the Governor, but no bond may be loaned, pledged or hypothecated on behalf of the State. The proceeds of the sale of the bonds, which must be held by the Treasurer of State and paid by the Treasurer of State upon warrants drawn by the State Controller, are appropriated solely for the purposes set forth in this Part. Any unencumbered balances remaining at the completion of the project in this Part lapse to the Office of the Treasurer of State to be used for the retirement of general obligation bonds.

**Sec. B-4. Interest and debt retirement.** The Treasurer of State shall pay interest due or accruing on any bonds issued under this Part and all sums coming due for payment of bonds at maturity.

**Sec. B-5. Disbursement of bond proceeds from General Fund bond issue.** The

proceeds of the sale of the bonds authorized under this Part must be expended as designated in the following schedule under the direction and supervision of the agencies and entities set forth in this section.

## MAINE COMMUNITY COLLEGE SYSTEM

Provides funds to renovate and expand instructional laboratories and to upgrade information technology infrastructure and heating and ventilating systems for improved energy efficiency and long-term savings at Central Maine Community College.

Total \$2,503,755

Provides funds for information technology system upgrades, to convert heating systems to natural gas and for additional campus-wide energy efficiencies at Eastern Maine Community College.

Total \$2,233,082

Provides funds for capital equipment to support a new program in millwrighting and industrial mechanics, for upgrades to information technology infrastructure and instructional and library technologies and to replace and insulate aging windows and facades at Kennebec Valley Community College.

Total \$2,190,731

Provides funds to expand the diesel hydraulics program laboratory, upgrade information technology infrastructure and heating and ventilation systems, invest in energy efficiencies and renovate classrooms at Northern Maine Community College.

Total \$1,165,119

Provides funds for facility repairs and improvements, energy efficiencies, renovations to expand space for student support and remediation, information technology system upgrades and instructional and library services at Southern Maine Community College.

Total \$4,275,100

Provides funds to renovate and expand instructional laboratories, for information technology system upgrades and for investments in instructional technologies at Washington County Community College.

Total \$885,853

Provides funds for information technology system upgrades to and the development of York County Community College's Industrial Trades Center in Sanford.

Total \$1,746,360

**Sec. B-6. Contingent upon ratification of bond issue.** Sections 1 to 5 do not become effective unless the people of the State ratify the issuance of the bonds as set forth in this Part.

**Sec. B-7. Appropriation balances at year-end.** At the end of each fiscal year, all unencumbered appropriation balances representing state money carry forward. Bond proceeds that have not been expended within 10 years after the date of the sale of the bonds lapse to the Office of the Treasurer of State to be used for the retirement of general obligation bonds.

**Sec. B-8. Bonds authorized but not issued.** Any bonds authorized but not issued within 5 years of ratification of this Part are deauthorized and may not be issued, except that the Legislature may, within 2 years after the expiration of that 5-year period, extend the period for issuing any remaining unissued bonds for an additional amount of time not to exceed 5 years.

**Sec. B-9. Referendum for ratification; submission at election; form of question; effective date.** This Part must be submitted to the legal voters of the State at a statewide election held in the month of November following passage of this Act. The municipal officers of this State shall notify the inhabitants of their respective cities, towns and plantations to meet, in the manner prescribed by law for holding a statewide election, to vote on the acceptance or rejection of this Part by voting on the following question:

"Do you favor a \$15,000,000 bond issue to improve educational programs by upgrading facilities at all 7 of Maine's community colleges in order to provide Maine people with access to high-skill, low-cost technical and career education?"

The legal voters of each city, town and plantation shall vote by ballot on this question and designate their choice by a cross or check mark placed within a corresponding square below the word "Yes" or "No." The ballots must be received, sorted, counted and declared in open ward, town and plantation meetings and returns made to the Secretary of State in the same manner as votes for members of the Legislature. The Governor shall review the returns. If a majority of the legal votes are cast in favor of this Part, the Governor shall proclaim the result without delay and this Part becomes effective 30 days after the date of the proclamation.

The Secretary of State shall prepare and furnish to each city, town and plantation all ballots, returns and copies of this Part necessary to carry out the purposes of this referendum.

### **PART C**

**Sec. C-1. Report on University of Maine System facility conditions and infrastructure investments.** By January 7, 2019 and every 2 years thereafter, the University of Maine System shall submit a report to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs, to the joint standing committee of the Legislature having jurisdiction over state and local government matters and to the Governor on the system's capital expenditure plan. The report must include the status of facility conditions and related system-wide needs and priorities and a detailed budget of funding sources for infrastructure investment, including general obligation and other bond funding and other private and public sources of funding.

APPROVED

JULY 10, 2018 BY

GOVERNOR

CHAPTER

**466**

PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD TWO THOUSAND AND EIGHTEEN

H.P. 1152 - L.D. 1666

**An Act To Ensure the Successful Implementation of  
Proficiency-based Diplomas**

Be it enacted by the People of the State of Maine as follows:

**Sec. 1. 20-A MRSA §253, sub-§9**, as enacted by PL 2011, c. 669, §1, is repealed.

**Sec. 2. 20-A MRSA §2412, sub-§5, ¶J**, as enacted by PL 2015, c. 40, §1, is amended to read:

J. Public charter schools are subject to the same ~~proficiency-based~~ diploma standards set forth in section ~~4722-A~~ and are eligible for ~~the same transition grants as applicable to noncharter public schools in the State pursuant to section 4722-A, subsection 4~~ 4722.

**Sec. 3. 20-A MRSA §2651, sub-§3, ¶B-1**, as enacted by PL 2015, c. 251, §5, is amended to read:

B-1. Facilitate the transformation of the public education system to one in which standards are used to guide curriculum and instruction and in which student advancement and graduation are based on student demonstration of ~~proficiency~~ achievement in meeting educational standards;

**Sec. 4. 20-A MRSA §2902, sub-§3**, as amended by PL 2015, c. 40, §3, is further amended to read:

**3. Courses required by law.** Provide instruction in elementary schools as specified in sections 4701, 4704, 4706 and 4711 and in secondary schools as specified in sections 4701, 4704, 4706, 4722, ~~4722-A~~, 4723 and 4724.

**Sec. 5. 20-A MRSA §4502, sub-§1**, as amended by PL 2011, c. 669, §3, is further amended to read:

**1. General requirements.** Elementary and secondary schools and school administrative units, including an educational program or school located in or operated by a juvenile correctional facility, shall meet all requirements of the system of learning results as established in section 6209 as well as other requirements of this Title and other statutory requirements applicable to the

public schools and basic school approval standards. Each school administrative unit shall prepare and implement a comprehensive education plan that is aligned with the system of learning results, focused on the learning of all students and oriented to continuous improvement. The comprehensive education plan must include a plan for ~~transitioning to proficiency-based~~ the graduation in accordance with requirements of section 4722-A 4722. This plan must also address all other plans required by the department.

**Sec. 6. 20-A MRSA §4502, sub-§8, ¶¶B and C**, as enacted by PL 2011, c. 669, §5, are repealed.

**Sec. 7. 20-A MRSA §4511, sub-§3, ¶J**, as enacted by PL 2015, c. 489, §1, is repealed.

**Sec. 8. 20-A MRSA §4722, sub-§7**, as enacted by PL 2011, c. 669, §6, is amended to read:

**7. Applicability of requirements.** ~~Except as provided in section 4722-A, this~~ This section applies to the granting of diplomas to secondary school students before beginning January 1, 2017-2019.

**Sec. 9. 20-A MRSA §4722, sub-§8**, as enacted by PL 2011, c. 669, §6, is repealed.

**Sec. 10. 20-A MRSA §4722-A**, as amended by PL 2017, c. 284, Pt. C, §7, is further amended to read:

#### §4722-A. Proficiency-based diploma standards and transcripts

~~Beginning January 1, 2017, a diploma indicating graduation from a secondary school must~~ may be based on student demonstration of proficiency as described in this section. ~~The commissioner may permit a school administrative unit to award diplomas under this section prior to January 1, 2017 if the commissioner finds that the unit's plan for awarding diplomas meets the criteria for proficiency-based graduation under this section.~~

**1. Requirements for award of diploma.** ~~In order~~ If a school subject to the system of learning results established under section 6209 chooses to award to a student a diploma indicating graduation from secondary school, a school subject to the system of learning results established under section 6209 must based on demonstration of proficiency as described in this section, the school shall:

A-1. Certify that the student has met all requirements specified by the governing body of the school administrative unit attended by the student;

B. Certify that the student has demonstrated proficiency in meeting state standards in all content areas of the system of learning results established under section 6209;

B-1. Phase in the following diploma requirements from the 2020-2021 school year to the 2024-2025 school year:

- (1) For a student graduating in the graduating class of 2020-2021, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology and social studies;
- (2) For a student graduating in the graduating class of 2021-2022, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies and at least one additional content area of the student's choice;
- (3) For a student graduating in the graduating class of 2022-2023, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies and at least 2 additional content areas of the student's choice;
- (4) For a student graduating in the graduating class of 2023-2024, certify that the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, science and technology, social studies and at least 3 additional content areas of the student's choice; and
- (5) For a student graduating in the graduating class of 2024-2025 and for each subsequent graduating class, certify that the student has demonstrated proficiency in meeting the state standards in all content areas.

For the purposes of this paragraph, "content areas" refers to the content areas of the system of learning results established under section 6209.;

C. Certify that the student has demonstrated proficiency in each of the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209; and

E. Certify that the student has engaged in educational experiences relating to English language arts, mathematics and science and technology in each year of the student's secondary schooling.

**2. Method of gaining and demonstrating proficiency.** Students must be allowed to gain proficiency through multiple pathways, as described in section 4703, and must be allowed to demonstrate proficiency by presenting multiple types of evidence, including but not limited to teacher-designed or student-designed assessments, portfolios, performance, exhibitions, projects and community service.

**3. Exceptions.** Notwithstanding subsection 1, if a school subject to the system of learning results established under section 6209 chooses to award student diplomas indicating graduation from secondary school based on demonstration of proficiency as described in this section, a student may be awarded a diploma indicating graduation from a secondary that school in the following circumstances.

A. A student who is a child with a disability, as defined in section 7001, subsection 1-B, may meet the requirements of subsection 1 and become eligible for a diploma by demonstrating proficiency in state standards established in the system of learning results through performance tasks and accommodations that maintain the integrity of the standards as specified in the student's individualized education program by the student's individualized education program team pursuant to



the requirements of chapter 301.

B. A student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education is eligible to receive a high school diploma from the secondary school the student last attended.

B-2. For the graduating class of 2020-2021 and each subsequent graduating class, a student who has satisfactorily completed a state-approved career and technical education program of study and either met 3rd-party-verified national or state industry standards set forth in department rules established pursuant to section 8306-B or earned 6 credits in a dual enrollment career and technical education program formed pursuant to chapter 229 from a regionally accredited institution of higher education and who has successfully demonstrated proficiency in meeting state standards in the content areas and the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209, is eligible to receive a high school diploma from the secondary school the student last attended. A student may be awarded a high school diploma from the secondary school the student last attended in accordance with the phase-in of the following diploma requirements for the graduating class of 2020-2021 to the graduating class of 2023-2024:

(1) For a student graduating in the graduating class of 2020-2021, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics and social studies;

(2) For a student graduating in the graduating class of 2021-2022, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies and at least one additional content area of the student's choosing;

(3) For a student graduating in the graduating class of 2022-2023, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies and at least 2 additional content areas of the student's choosing; and

(4) For a student graduating in the graduating class of 2023-2024 and in each subsequent graduating class, the student has demonstrated proficiency in meeting the state standards in the content areas of English language arts, mathematics, social studies and at least 3 additional content areas of the student's choosing.

For the purposes of this paragraph, "content areas" refers to the content areas of the system of learning results established under section 6209.

D. A school administrative unit may award a high school diploma to a student who has met the standards set forth in a waiver request that was approved by the commissioner pursuant to section 4502, subsection 8.

E. A person may be awarded a high school diploma, including a posthumous award, if the person or a family member of the person applies to a secondary school and:

- (1) The person:
  - (a) Attended a secondary school in the geographic area now served by the secondary school from which a diploma is requested; or
  - (b) Resides at the time of application for a diploma in the geographic area served by the secondary school from which a diploma is requested;
- (2) The person did not graduate or receive a diploma from a secondary school because the person left secondary school to serve in the Armed Forces and served during the following periods:
  - (a) World War II, from December 7, 1941 to August 16, 1945;
  - (b) The Korean Conflict;
  - (c) The Vietnam War era, from February 28, 1961 to May 7, 1975; or
  - (d) The period of wartime or peacetime after a period of wartime described in division (a), (b) or (c); and
- (3) The person received an honorable discharge or a certificate of honorable service from the Armed Forces.

For the purposes of this paragraph, "Armed Forces" means the United States Army, Navy, Air Force, Marine Corps and Coast Guard and the merchant marine.

**5. Transcripts and certification of content area proficiency.** ~~If a school subject to the system of learning results established under section 6209 chooses to award student diplomas indicating graduation from secondary school based on demonstration of proficiency as described in this section, the school shall, in addition to maintaining a high school transcript for each student, a school administrative unit shall certify each student's content area proficiency and may award a certificate of content area proficiency to a student for each content area in the system of learning results established under section 6209 in which the student has demonstrated proficiency. Certification of content area proficiency must be included with the student's permanent academic transcript, and a student may use certification of content area proficiency as an official credential of academic achievement for the purposes of employment and postsecondary education. When a school administrative unit certifies content area proficiency, it shall report these certifications of content area proficiency to the department, and the department shall collect and aggregate these data as evidence of progress towards high school graduation goals.~~

**6. Implementation of proficiency-based diplomas and transcripts.** ~~Beginning in the 2016-2017 school year, the~~ The department shall ~~may~~ annually collect and report data on the progress of public schools and public charter schools towards the implementation of that have chosen to implement proficiency-based diplomas and transcripts in relation to the ongoing transition plan required pursuant to section 4502, subsection 1, including the number of students graduating with proficiency-based diplomas, the number of students concluding their high school careers proficient in each of the content areas of the system of learning results established under section 6209 and in each of the guiding principles set forth in department rules governing implementation of the system of learning results established pursuant to section 6209 and the number of students certified

as ready for college and careers. ~~By January 15, 2017, and annually thereafter, the~~  
~~The~~ department ~~shall~~ may provide an annual report of ~~the any~~ data collected for the prior school year to the joint standing committee of the Legislature having jurisdiction over education matters, and the department shall post the annual report on its publicly accessible website.

**7. Rulemaking.** The commissioner shall develop rules to accomplish the purposes of this section. Rules adopted by the commissioner under this section must:

A. Allow local flexibility and innovation in developing consistent graduation standards, enable school administrative units that choose to award student diplomas indicating graduation from secondary school based on demonstration of proficiency as described in this section to continue current progress aligned with the phase-in of the standards and proficiency requirements in subsection 1, paragraph B-1 and subsection 3, paragraph B-2 and describe standard criteria for ensuring equal educational opportunities for students;

B. Allow the commissioner to identify the manner in which the opportunities for learning in multiple pathways of career and technical education programs may be used to satisfy certain components of the system of learning results established under section 6209; and

C. Address the appropriate placement of students in career and technical education programs while ensuring that all students be exposed to all the content areas of the system of learning results established under section 6209 through the 10th year of their studies.

Rules adopted pursuant to this subsection are ~~routine technical~~ major substantive rules as defined in Title 5, chapter 375, subchapter 2-A.

**Sec. 11. 20-A MRSA §6209, sub-§2,** as amended by PL 2015, c. 489, §4, is further amended to read:

**2. Parameters for essential instruction and graduation requirements.** Each school subject to the provisions of this section shall ensure sufficient opportunity and capacity through multiple pathways for all students to study ~~and achieve proficiency~~ in the areas of:

- A. Career and education development;
- B. English language arts;
- C. World languages;
- D. Health, physical education and wellness;
- E. Mathematics;
- F. Science and technology;
- G. Social studies; and
- H. Visual and performing arts.

**Sec. 12. 20-A MRSA §6209, sub-§3-A**, as enacted by PL 2015, c. 489, §5, is further amended to read:

**3-A. Transcripts.** A school subject to this section shall:

~~A. Maintain student transcripts containing certification of proficiency for each content area and guiding principle in the system of learning results pursuant to this section in which the student has demonstrated proficiency;~~

~~B. Certify on the basis of objective measures in the transcript a student's postsecondary readiness; and~~

~~C. Establish a transcript that meets the requirements of paragraphs A and paragraph B as an officially sanctioned credential of student learning for admission to a postsecondary education institution and employment in a business, trade or industry.~~

**Sec. 13. 20-A MRSA §6214**, as enacted by PL 2015, c. 500, §1, is amended to read:

#### §6214. School accountability system; annual reports

Beginning with the 2018-2019 school year, for public schools, public charter schools and private schools approved for tuition purposes that enroll at least 60% publicly funded students, the commissioner shall implement a school accountability system to measure school performance ~~and student proficiency in~~ facilitating students' achieving the knowledge and skills described in the parameters for essential instruction and graduation requirements established under section 6209, subsection 2 and that meets the reporting requirements of the federal Every Student Succeeds Act of 2015, 20 United States Code, Section 6311(h) and related regulations.

**1. Performance measures.** The measures of school performance ~~and student proficiency~~ for the school accountability system implemented under this section must include multiple measures of student achievement and:

A. Align with the components of the state accountability system required to ensure equity in educational opportunity by the federal Every Student Succeeds Act of 2015, 20 United States Code, Section 6311(c) and related regulations;

~~B. Use measures of student proficiency in all content areas of the learning results and the guiding principles using data gathered under section 4722-A, subsection 5;~~

C. Use a 6-year adjusted cohort graduation rate as the broadest allowable time frame for high school graduation rates;

D. As available, use measures of postsecondary readiness, persistence and completion;

E. Establish a school administrative unit's eligibility and priority for targeted state funding for school improvement and support under section 15688-A, subsection 5 and other applicable targeted funds authorized under section 15688-A; and

F. May include, but are not limited to, the use of:

- (1) Summative assessments aligned with the grade-level expectations of the parameters for essential instruction and graduation requirements established under section 6209, subsection 2;
- (2) Interim assessments that measure student growth over time; and
- (3) Information from the state assessment program under section 6204 on student achievement reported by the department in compliance with applicable federal statutes and regulations regarding student assessment.

**2. Annual reports.** As provided in the federal Every Student Succeeds Act of 2015, 20 United States Code, Section 6311(h), the commissioner shall annually report the statewide and school-level results of the school accountability system implemented under this section with regard to the performance of schools ~~and the proficiency of students~~ in each of the State's elementary and secondary schools.

~~A. The commissioner shall provide each school with a profile of school performance and student proficiency based upon data from the school accountability system.~~

**B.** When a report is made under this subsection for purposes of comparative analysis of elementary and secondary schools, the reporting mechanisms and the categories reported must be uniform for each school compared at the elementary level or the secondary level.

~~C.~~ Notwithstanding any other provision of this section, the commissioner may not provide a report of the statewide or school-level results of the school accountability system until the final adoption of rules in accordance with subsection 3.

**3. Rules.** The department shall adopt rules to implement the school accountability system established pursuant to this section. The rules adopted by the department must specify the methods to be used as part of the annual assessment of the performance of elementary and secondary schools ~~and the proficiency of elementary and secondary school students~~. Rules adopted pursuant to this subsection are major substantive rules as defined in Title 5, chapter 375, subchapter 2-A.

Nothing in this section may be construed to prevent or inhibit the department from providing annual reports of the results of the state assessment program required by section 6204 to comply with the federal statutes and regulations pertaining to student assessment.

**Sec. 14. 20-A MRSA §15686-A, sub-§1**, as amended by PL 2017, c. 284, Pt. C, §44, is further amended to read:

**1. Components to be reviewed beginning in fiscal year 2017-18.** Beginning in fiscal year 2017-18, and at least every 3 years thereafter, the commissioner, using information provided by a statewide education policy research institute, shall review the essential programs and services student-to-staff ratios, salary and benefits matrices, small schools adjustments, labor markets and gifted and talented components and components related to implementation of ~~proficiency-based~~ reporting and graduation requirements under this chapter and shall submit to the joint standing committee of the Legislature having jurisdiction over education matters any recommended changes for legislative

action.

**Sec. 15. 20-A MRSA §19301, sub-§2**, as enacted by PL 2015, c. 372, §1, is amended to read:

**2 Content.** Content included in the digital content library established pursuant to subsection 1 must further the State's educational initiatives, including learning through technology, ~~proficiency-based~~ diploma standards based on achievement, college and career readiness and student achievement in the system of standards and assessment established under chapter 222.

APPROVED

JUNE 25, 2018 BY

GOVERNOR

CHAPTER

**420**

PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD TWO THOUSAND AND EIGHTEEN

S.P. 696 - L.D. 1843

**An Act To Amend Career and Technical Education  
Statutes**

Be it enacted by the People of the State of Maine as follows:

**Sec. 1. 20-A MRSA §5809**, as amended by PL 2003, c. 477, §5 and c. 545, §5 and 6, is further amended to read:

**§5809. Students enrolled in career and technical educational programs**

Schools receiving tuition students who are enrolled in regular school day career and technical educational programs at career and technical education centers, satellites or career and technical education regions, under chapter 313, may charge a tuition rate up to 2/3 of the maximum tuition rate as computed under ~~sections~~section 5805 or 5806. ~~The career and technical education center, satellite or region may charge a tuition rate of up to 1/3 of the maximum tuition rate as computed under section 5805 or 5806 for the student.~~

**Sec. 2. 20-A MRSA §8403-A, sub-§2**, as amended by PL 2011, c. 679, §13, is further amended to read:

**2. Procedure for authorizing career and technical education satellite programs.** Any affiliated unit that wishes to operate a career and technical education satellite program shall submit a written request to operate such a satellite program to the governing body of the center or region with which the unit is affiliated. The request must fully document the perceived need for the operation of a satellite program. The governing body of the center or region with which the unit is affiliated shall consider the request and forward its recommendation to the commissioner concerning whether that request should be approved. The commissioner shall act on the request pursuant to section 8306-B.

**Sec. 3. 20-A MRSA §8403-A, sub-§3**, as enacted by PL 1991, c. 518, §14, is repealed and the following enacted in its place:

**Financial responsibility for satellite programs.** A career and technical education center or region affiliated with a satellite program approved pursuant to



subsection 2 shall provide financial support for the operating costs of that program as calculated pursuant to chapter 606-B and paid to the center or region affiliated with the program. The center or region shall transfer the financial support received pursuant to this subsection to the unit that operates the approved satellite program to support the operating costs of that program.

**Sec. 4. 20-A MRSA §8403-A, sub-§5**, as corrected by RR 2003, c. 2, §57, is amended to read:

**5. Employment of teachers.** The superintendent of a unit operating a satellite program shall, in consultation with the career and technical education director of the center or region with which the unit is affiliated, employ teachers for that satellite program in accordance with the procedures established by section 13201.

**Sec. 5. 20-A MRSA §8403-A, sub-§6**, as corrected by RR 2003, c. 2, §57, is repealed and the following enacted in its place:

**6. Supervision.** The career and technical education director of the center or region with which a unit is affiliated, in consultation with the superintendent or high school principal of the unit operating the satellite program, shall supervise personnel working for that satellite program.

**Sec. 6. 20-A MRSA §8451-B** is enacted to read:

#### §8451-B. Authority for career and technical education region satellite programs

An affiliated unit that wishes to operate a career and technical education region satellite program shall comply with the satellite program authorization requirements of section 8403-A.

**Sec. 7. 20-A MRSA §15681-A, sub-§4-A** is enacted to read:

**4-A. Costs of plans for middle school career and technical education exploration programs.** Beginning in fiscal year 2018-19, and in each subsequent fiscal year, costs approved pursuant to chapter 313 attributable to establishing and operating career and technical education exploration programs for middle school students. The commissioner may establish an allocation to school administrative units for plans under this subsection. The plans must be implemented within the school administrative unit; and

**Sec. 8. 20-A MRSA §15688-A, sub-§1**, as amended by PL 2017, c. 284, Pt. C, §45, is repealed and the following enacted in its place:

**1. Career and technical education program components.** Beginning in fiscal year 2018-19, the allocation for career and technical education centers and career and technical education regions is based upon a model that recognizes program components that have been approved by the department pursuant to chapter 313 for:

Direct instruction. The direct instruction component includes personnel costs for teachers, education technicians for programs and clinical supervisors for health care programs. The allocation for direct instruction is the sum of the costs as determined based on the following components, which the commissioner shall determine annually:

- (1) A teacher salary matrix. In determining the teacher salary matrix for each program, the commissioner shall give consideration to the most recent available data regarding years of education experience and years of professional work experience relevant to instructional assignment;
- (2) Student-to-teacher ratios for each program;
- (3) The number of education technicians required for purposes of instructional support, based on student enrollment and program requirements. The commissioner shall calculate the education technician allocation by multiplying the number of education technicians required by the statewide average salary for full-time education technicians, based on the most recent available salary data, but shall ensure that each career and technical education center or career and technical education region is allocated at least one full-time education technician; and
- (4) The clinical supervision staffing level necessary for each program requiring such staffing, based on student enrollment as determined pursuant to paragraph G;

B. Central administration. The central administration component includes personnel costs for directors, assistant directors and clerical staff working in career and technical education centers and career and technical education regions, as well as business managers working in career and technical education regions. The central administration allocation is the sum of:

- (1) Costs for personnel for each career and technical education center and career and technical education region, as follows:
  - (a) A director, the allocation for which must be for one full-time equivalent;
  - (b) An assistant director, the allocation for which must be based on student enrollment as determined pursuant to paragraph G but may not exceed one full-time equivalent;
  - (c) Clerical staff, the allocation for which must be for at least one full-time equivalent, with additional clerical staff allocations based on student enrollment as determined pursuant to paragraph G;
  - (d) A career and technical education region business manager, the allocation for which must be for one full-time equivalent; and
  - (e) Benefit costs for employees in central administration, which must be calculated pursuant to section 15678, subsection 5, paragraph B; and
- (2) Nonpersonnel costs, which the commissioner shall calculate annually based upon the relationship of the most recent available career and technical education expenditures for nonpersonnel costs to personnel costs;

C. Supplies and other expenditures such as purchased services, dues and fees for instructional programs. The allocation for supplies and other expenditures is the sum of:

(1) A per-program allocation for supplies, as determined by the commissioner based on the most recent available career and technical education expenditures amount, adjusted to the year prior to the allocation year; and

(2) A per-pupil allocation for each student in each career and technical education center and each career and technical education region, determined by the commissioner based on:

(a) The most recent available career and technical education expenditures amount, adjusted for inflation to the year prior to the allocation year; and

(b) Student enrollment, as determined pursuant to paragraph G;

D. Plant operation and maintenance, including all costs for operating and maintaining buildings and grounds. The commissioner shall determine the allocation for plant operation and maintenance costs for each career and technical education center and each career and technical education region by multiplying the square footage of the career and technical education center or career and technical education region building by an amount per square foot, as determined by the commissioner;

E. Other student and staff support, which includes costs for student services coordination, career preparation, instructional technology, professional development, student assessment and program safety. The other student and staff support allocation is the sum of the costs for:

(1) A counselor, the allocation for which must be for one full-time equivalent, to collaborate with sending school guidance counselors in order to maximize student participation at the middle school and high school grade levels;

(2) Career and technical education center or career and technical education region student services coordinators, the allocation for which must be based on student enrollment, as determined pursuant to paragraph G, but no less than one full-time equivalent;

(3) Benefit costs for employees under this paragraph, calculated pursuant to section 15678, subsection 5, paragraph B; and

(4) Instructional technology, staff professional development, student assessment and program safety. The commissioner shall calculate a per-pupil allocation for this allocation based upon student enrollment, as determined pursuant to paragraph G, and the relationship of the most recent available career and technical education expenditures for these costs to total costs, adjusted to the year prior to the allocation year;

F. Equipment provided pursuant to subsection 6; and

G. Student enrollment, which is determined as follows.

(1) For each program or plan approved pursuant to chapter 313 that has 3 years of attending student counts on October 1st, student enrollment is a 3-year average of the attending student counts on October 1st for that program or plan.

(2) For each program or plan approved pursuant to chapter 313 that is not governed by subparagraph (1), including a new program or plan approved pursuant to chapter 313, student enrollment must be based on the estimated attending student count submitted in accordance with the application for the program or plan approval. This estimated attending student count must be used until the program or plan has 3 consecutive years of actual attending student counts on October 1st.

The total allocation for a career and technical education center or career and technical education region is the sum of the components in paragraphs A to E, except if the sum of the components in paragraphs A to E is less than the most recent expenditure data, as adjusted for inflation to the year prior to the allocation year, the career and technical education center or career and technical education region may not receive less than the adjusted expenditure, and if the sum of the components in paragraphs A to E is more than 5% greater than the most recent expenditure data, as adjusted for inflation to the year prior to the allocation year, then the career and technical education center or career and technical education region may not receive more than the adjusted expenditures plus 5%.

The commissioner shall authorize monthly payment of allocations to career and technical education centers and career and technical education regions in an amount equal to 1/12 of the total allocation. Payments for satellite programs as approved pursuant to chapter 313 must be made within this schedule to the responsible career and technical education center or career and technical education region; it is the responsibility of the career and technical education center or career and technical education region to provide the state support for the approved satellite program to the school administrative unit that operates the approved satellite program.

If a school administrative unit operating a career and technical education center or career and technical education region has any unexpended funds at the end of the fiscal year, these funds must be carried forward for the purposes of career and technical education.

**Sec. 9. 20-A MRSA §15688-A, sub-§8** is enacted to read:

**8. Pilot projects for middle school career and technical education exploration.** Beginning in fiscal year 2018-19 and for the 2 subsequent fiscal years, the commissioner may expend and disburse funds to career and technical education centers and career and technical education regions for pilot projects for middle school level plans approved pursuant to chapter 313 to create career and technical education exploration programs for middle school level students. The commissioner, in collaboration with career and technical education directors, also may contract for services to implement pilot projects for middle school level

plans. A middle school level plan must demonstrate to the commissioner a partnership between a school administrative unit and a career and technical education center or career and technical education region.

**Sec. 10. Report.** The Commissioner of Education shall report to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs by

January 15, 2019 on the Department of Education's progress in formalizing the components of the funding model for career and technical education and to address the framework for the evaluation of the proposed middle school career and technical education exploration pilot projects, including a proposed definition of "career and technical education exploration."

STATE OF MAINE

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IN THE YEAR OF OUR LORD TWO THOUSAND AND EIGHTEEN

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S.P. 712 - L.D. 1869

**An Act To Establish the Total Cost of Education and the State and  
Local Contributions to Education for Fiscal Year 2018-19**

**Emergency preamble.** Whereas, acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

**Whereas**, this legislation needs to take effect before the expiration of the 90-day period in order to ensure state funding of local schools in fiscal year 2018-19; and

**Whereas**, in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore,

Be it enacted by the People of the State of Maine as follows:

**Sec. 1. 20-A MRSA §15671-A, sub-§2, ¶B**, as amended by PL 2017, c. 284, Pt. C, §23, is further amended to read:

B. For property tax years beginning on or after April 1, 2005, the commissioner shall calculate the full-value education mill rate that is required to raise the statewide total local share. The full-value education mill rate is calculated for each fiscal year by dividing the applicable statewide total local share by the applicable statewide valuation. The full-value education mill rate must decline over the period from fiscal year 2005-06 to fiscal year 2008-09 and may not exceed 9.0 mills in fiscal year 2005-06 and may not exceed 8.0 mills in fiscal year 2008-09. The full-value education mill rate must be applied according to section 15688, subsection 3-A, paragraph A to determine a municipality's local cost share expectation. Full-value education mill rates must be derived according to the following schedule.

- (1) For the 2005 property tax year, the full-value education mill rate is the amount necessary to result in a 47.4% statewide total local share in fiscal year 2005-06. For the 2006 property tax year, the full-value education mill rate is the amount necessary to result in a 46.14% statewide total local share in fiscal year 2006-07.
- (2) For the 2007 property tax year, the full-value education mill rate is the amount necessary to result in a 46.49% statewide total local share in fiscal year 2007-08.
- (3) For the 2008 property tax year, the full-value education mill rate is the amount necessary to result in a 47.48% statewide total local share in fiscal year 2008-09.
- (4-A) For the 2009 property tax year, the full-value education mill rate is the amount necessary to result in a 51.07% statewide total local share in fiscal year 2009-10.
- (4-B) For the 2010 property tax year, the full-value education mill rate is the amount necessary to result in a 54.16% statewide total local share in fiscal year 2010-11.
- (4-C) For the 2011 property tax year, the full-value education mill rate is the amount necessary to result in a 53.98% statewide total local share in fiscal year 2011-12.
- (4) For the 2012 property tax year, the full-value education mill rate is the amount necessary to result in a 54.13% statewide total local share in fiscal year 2012-13.
- (5) For the 2013 property tax year, the full-value education mill rate is the amount necessary to result in a 52.71% statewide total local share in fiscal year 2013-14.
- (6) For the 2014 property tax year, the full-value education mill rate is the amount necessary to result in a 53.20% statewide total local share in fiscal year 2014-15.
- (7) For the 2015 property tax year, the full-value education mill rate is the amount necessary to result in a 52.46% statewide total local share in fiscal year 2015-16.
- (8) For the 2016 property tax year, the full-value education mill rate is the amount necessary to result in a 51.86% statewide total local share in fiscal year 2016-17.
- (9) For the 2017 property tax year, the full-value education mill rate is the amount necessary to result in a 50.86% statewide total local share in fiscal year 2017-18.
- (10) For the 2018 property tax year ~~and subsequent tax years~~, the full-value education mill rate is the amount necessary to result in a ~~45%~~ 50.50% statewide total local share in fiscal year 2018-19 ~~and after~~.

(11) For the 2019 property tax year and subsequent tax years, the full-value education mill rate is the amount necessary to result in a 45% statewide total local share in fiscal year 2019-20 and after.

**Sec. 2. Mill expectation.** The mill expectation pursuant to the Maine Revised Statutes, Title 20-A, section 15671-A for fiscal year 2018-19 is 8.48.

**Sec. 3. Total cost of funding public education from kindergarten to grade 12.** The total cost of funding public education from kindergarten to grade 12 for fiscal year 2018-19 is as follows:

	<b>2018-19 TOTAL</b>
<b>Total Operating Allocation</b>	
Total operating allocation pursuant to the Maine Revised Statutes, Title 20-A, section 15683	\$1,463,639,305
Total adjustments to state subsidy pursuant to Title 20-A, section 15689 included in subsidizable costs and total other subsidizable costs pursuant to Title 20-A, section 15681-A	\$509,865,569
<b>Total Operating Allocation and Subsidizable Costs</b>	
Total operating allocation pursuant to Title 20-A, section 15683 and total other subsidizable costs pursuant to Title 20-A, section 15681-A	\$1,973,504,874
 <b>Total Debt Service Allocation</b>	
Total debt service allocation pursuant to Title 20-A, section 15683-A	\$96,696,235
 <b>Total Adjustments pursuant to Title 20-A, section 15689</b>	
Audit adjustments pursuant to Title 20-A, section 15689, subsection 4	\$250,000
Educating students in long-term drug treatment center adjustments pursuant to Title 20-A, section 15689, subsection 5	\$391,378



Regionalization, consolidation and efficiency assistance adjustments pursuant to Title 20-A, section 15689, subsection 9	\$4,083,539
Bus refurbishing program adjustments pursuant to Title 20-A, section 15689, subsection 13	\$180,123
MaineCare seed payments adjustments pursuant to Title 20-A, section 15689, subsection 14	\$642,466
Special education budgetary hardship adjustment pursuant to Title 20-A, section 15689, subsection 15	\$1,000,000
Total adjustments to the state share of total allocation pursuant to Title 20-A, section 15689	\$6,547,506

**Targeted Education Funds pursuant to Title 20-A, section 15689-A**

Special education costs for state agency clients and state wards pursuant to Title 20-A, section 15689-A, subsection 1	\$29,737,998
Essential programs and services components contract pursuant to Title 20-A, section 15689-A, subsection 3	\$300,000
Education research institute contract pursuant to Title 20-A, section 15689-A, subsection 6	\$250,000
Emergency bus loan pursuant to Title 20-A, section 15689-A, subsection 9	\$0
Data management and support services for essential programs and services pursuant to Title 20-A, section 15689-A, subsection 10	\$4,926,754
Postsecondary course payments pursuant to Title 20-A, section 15689-A, subsection 11	\$3,000,000

National board certification salary supplement pursuant to Title 20-A, section 15689-A, subsection 12	\$307,551
Learning through technology program pursuant to Title 20-A, section 15689-A, subsection 12-A	\$14,114,965
Jobs for Maine's Graduates including college pursuant to Title 20-A, section 15689-A, subsection 13	\$3,545,379
Maine School of Science and Mathematics pursuant to Title 20-A, section 15689-A, subsection 14	\$3,615,347
Maine Educational Center for the Deaf and Hard of Hearing pursuant to Title 20-A, section 15689-A, subsection 15	\$7,769,215
Transportation administration pursuant to Title 20-A, section 15689-A, subsection 16	\$389,890
Special education for juvenile offenders pursuant to Title 20-A, section 15689-A, subsection 17	\$382,418
Center of Excellence for At-risk Students pursuant to Title 20-A, section 15689-A, subsection 20	\$152,000
Fund for the Efficient Delivery of Educational Services pursuant to Title 20-A, section 15689-A, subsection 21	\$0
Comprehensive early college programs funding (bridge year program) pursuant to Title 20-A, section 15689-A, subsection 23	\$1,000,000

Community school pilots (3 pilot projects for 5 years) pursuant to Title 20-A, section 15689-A, subsection 25	\$50,000
Maine School for Marine Science, Technology, Transportation and Engineering pursuant to Title 20-A, section 15689-A, subsection 26	\$320,414
Total targeted education funds pursuant to Title 20-A, section 15689-A	\$69,861,931

**Enhancing student performance and opportunity pursuant to Title 20-A, section 15688-A and section 15672, subsection 1-D**

Career and technical education costs pursuant to Title 20-A, section 15688-A,	\$53,500,000
Career and technical education middle school costs pursuant to Title 20-A, section 15672, subsection 1-D	\$500,000
College transitions programs through adult education college readiness programs pursuant to Title 20-A, section 15688-A, subsection 2	\$450,000
New or expanded public preschool pursuant to Title 20-A, section 15688-A, subsection 4	\$0
School improvement and support pursuant to Title 20-A, section 15688-A, subsection 5	\$0
National industry standards for career and technical education pursuant to Title 20-A, section 15688-A, subsection 6	\$2,000,000
Total enhancing student performance and opportunity pursuant to Title 20-A, section 15688-A and section 15672, subsection 1-D	\$56,450,000

**Total Cost of Funding Public Education from Kindergarten to Grade 12**

Total cost of funding public education from kindergarten to grade 12 for fiscal year pursuant to Title 20-A, chapter 606-B, not including normal retirement costs	\$2,203,060,546
Total normal cost of teacher retirement	\$46,519,107
Total cost of funding public education from kindergarten to grade 12 for fiscal year pursuant to Title 20-A, chapter 606-B, including normal retirement costs	\$2,249,579,653
Total cost of state contribution to unfunded actuarial liabilities of the Maine Public Employees Retirement System that are attributable to teachers, retired teacher health insurance and retired teacher life insurance for fiscal year 2018-19 pursuant to Title 5, chapters 421 and 423, excluding the normal cost of teacher retirement	\$181,527,833
Total cost of funding public education from kindergarten to grade 12, plus state contributions to the unfunded actuarial liabilities of the Maine Public Employees Retirement System that are attributable to teachers, retired teacher health insurance and retired teacher life insurance for fiscal year 2018-19 pursuant to Title 5, chapters 421 and 423	\$2,431,107,486

**Sec. 4. Local and state contributions to total cost of funding public education from kindergarten to grade 12.** The local contribution and the state contribution appropriation provided for general purpose aid for local schools for the fiscal year beginning July 1, 2018 and ending June 30, 2019 is calculated as follows:

	<b>2018-19 LOCAL</b>	<b>2018-19 STATE</b>
Local and State Contributions to the Total Cost of Funding Public Education from Kindergarten to Grade 12		

Local and state contributions to the total cost of funding public education from kindergarten to grade 12 pursuant to the Maine Revised Statutes, Title 20-A, section 15683, subject to statewide distributions required by law	\$1,134,201,570	\$1,115,378,083
State contribution to the total cost of unfunded actuarial liabilities of the Maine Public Employees Retirement System that are attributable to teachers, teacher retirement health insurance and teacher retirement life insurance for fiscal year 2018-19 pursuant to Title 5, chapters 421 and 423 excluding the normal cost of <del>teacher retirement</del>		\$181,527,833
State contribution to the total cost of funding public education from kindergarten to grade 12 plus state contribution to the total cost of unfunded actuarial liabilities of the Maine Public Employees Retirement System that are attributable to teachers, teacher retirement health insurance and teacher retirement life insurance pursuant to Title 5, chapters 421 and 423		\$1,296,905,916

**Sec. 5. Authorization of payments.** If the State's continued obligation for any individual component contained in those sections of this Act that set the total cost of funding public education from kindergarten to grade 12 and the local and state contributions for that purpose exceeds the level of funding provided for that component, any unexpended balances occurring in other programs may be applied to avoid proration of payments for any individual component. Any unexpended balances from this Act may not lapse but must be carried forward for the same purpose.

**Sec. 6. Limit of State's obligation.** Those sections of this Act that set the total cost of funding public education from kindergarten to grade 12 and the local and state contributions for that purpose may not be construed to require the State to provide payments that exceed the appropriation of funds for general purpose aid for local schools for the fiscal year beginning July 1, 2018 and ending June 30, 2019.

**Sec. 7. Allocation for career and technical education center or career and technical education region.** For the purposes of calculating the total allocation for a

career and technical education center or career and technical education region, to the extent that funding under the Maine Revised Statutes, Title 20-A, section 15688-A, subsection 1 allows, any cap on the total allocation does not apply for the fiscal year beginning July 1, 2018 and ending June 30, 2019 only.

**Emergency clause.** In view of the emergency cited in the preamble, this legislation takes effect when approved.

APPROVED  
JUNE 8, 2017 BY  
GOVERNOR

CHAPTER  
**171**  
PUBLIC LAW

STATE OF MAINE

IN THE YEAR OF OUR LORD TWO THOUSAND AND SEVENTEEN

S.P. 554 - L.D. 1576

**An Act To Enable Earlier Introduction of Career and Technical Education in  
Maine Schools**

Be it enacted by the People of the State of Maine as follows:

**Sec. 1. 20-A MRSA §8301-A, sub-§1**, as amended by PL 2003, c. 545, §1, is further amended to read:

**1. Affiliated unit.** "Affiliated unit" means a school administrative unit that is affiliated with another school administrative unit that operates a center. An affiliated school administrative unit may have its secondary students and middle school level students served by a center operated by a school administrative unit with which it is affiliated. An affiliated school administrative unit may also operate career and technical education satellite programs.

**Sec. 2. 20-A MRSA §8301-A, sub-§2-A**, as enacted by PL 2003, c. 545, §1, is amended to read:

**2-A. Career and technical education.** "Career and technical education" means a course or program of education designed to create or improve job-related skills that is part of a secondary school or middle school level curriculum and approved by the commissioner according to this chapter. A school administrative unit shall make career and technical education available to persons residing in the school administrative unit who are eligible to receive free public secondary and middle school level education.

**Sec. 3. 20-A MRSA §8301-A, sub-§3**, as amended by PL 2003, c. 545, §1, is further amended to read:

**3. Center.** "Center" means an administrative entity established pursuant to this chapter that provides career and technical education to secondary students and middle school level students. Unless otherwise specifically provided for by this chapter, a center is governed, operated and administered

by a single school administrative unit. A center shall make its programs available to serve secondary students and middle school level students from school administrative units with which it is affiliated. A center may include within its administrative structure career and technical education satellite programs operated by school administrative units with which it is affiliated.

**Sec. 4. 20-A MRSA §8301-A, sub-§3-A** is enacted to read:

**3-A. Middle school level.** "Middle school level" has the same meaning as in section 15672, subsection 20.

**Sec. 5. 20-A MRSA §8301-A, sub-§§6 and 8**, as amended by PL 2003, c. 545, §1, are further amended to read:

**6. Region.** "Region" means a quasi-municipal corporation established by the Legislature to provide career and technical education to secondary students and middle school level students that is comprised of all the school administrative units within the geographical boundaries set forth for each career and technical education region in section 8451. A region is governed by a cooperative board formed and operating in accordance with this chapter.

**8. Satellite program.** "Satellite program" means a program providing career and technical education to secondary students and middle school level students that is operated, under section 8403-A, by a school administrative unit affiliated with a center.

**Sec. 6. 20-A MRSA §8305-A, sub-§1**, as amended by PL 2011, c. 679, §7, is further amended to read:

**1. General right.** A person eligible to receive free public secondary and middle school level education may, consistent with this section and department rules:

- A. Receive career and technical education from a center, satellite program or region that serves the person's residence; or
- B. Receive career and technical education from a center, satellite program or region outside of the geographical area that serves the person's residence, subject to the approval of the governing bodies of the sending unit and receiving center, satellite program or region.

**Sec. 7. 20-A MRSA §8305-A, sub-§2**, as corrected by RR 2003, c. 2, §43, is amended to read:

**2. Admission standards.** A region, center or satellite program shall determine, in accordance with its published admission standards, whether to admit a person to such a region, center or satellite program. Unless otherwise specifically provided for in this chapter, priority to enroll in any career and technical education course of study offered by a region, center or satellite program must be given first to persons eligible to receive a free public secondary or middle school level education who are residents of municipalities served by that region, center or satellite program.

**Sec. 8. 20-A MRSA §8451, sub-§1**, as corrected by RR 2003, c. 2, §60, is amended to read:

**1. Legislative intent.** It is the intent of the Legislature that each career and technical education region shall provide career and technical education in accordance with this



chapter and shall function as an extension of the secondary schools and middle schools located within the region's boundaries.

**Sec. 9. 20-A MRSA §8451, sub-§2, ¶H**, as repealed and replaced by PL 2011, c. 679, §17, is amended to read:

H. Region 9. NORTHERN OXFORD COUNTY. Units located in this region include:

- (1) Albany Township;
- (2) Gilead;
- (3) Mason Township;
- (4) Milton Township;
- (5) Riley Township;
- (6) Upton, as long as it sends its secondary students and middle school level students to schools operated by administrative units within the region;
- (7) The portion of Regional School Unit No. 10 comprising the municipalities in the former units of Hanover, Peru, School Administrative District No. 21 (Canton, Carthage and Dixfield) and School Administrative District No. 43 (Byron, Mexico, Roxbury and Rumford); and
- (8) Regional School Unit No. 44 doing business as School Administrative District No. 44 (Andover, Bethel, Greenwood, Newry and Woodstock).

**Sec. 10. 20-A MRSA §8451, sub-§3, ¶A**, as amended by PL 1991, c. 518, §17, is further amended to read:

A. Public secondary schools and middle schools located at: Ashland; Caribou; Easton; Fort Fairfield; Limestone; Mars Hill; Presque Isle; and Washburn are served by centers located in Presque Isle and Caribou.

**Sec. 11. 20-A MRSA §8451, sub-§5, ¶A**, as amended by PL 2011, c. 679, §18, is further amended to read:

A. Public secondary schools and middle schools located in the school administrative units of Madawaska, School Administrative District No. 10 (Allagash), School Administrative District No. 27 (Eagle Lake, Fort Kent, New Canada, St. Francis, St. John Plantation, Wallagrass and Winterville Plantation) and Regional School Unit No. 33 doing business as School Administrative District No. 33 (Frenchville and St. Agatha) are served by a center located in Frenchville (St. John Valley Technology Center), as long as the school boards of former School Administrative District No. 27 (Eagle Lake, Fort Kent, New Canada, St. Francis, St. John Plantation, Wallagrass and Winterville Plantation), former School Administrative District No. 33 (Frenchville and St. Agatha) and Madawaska enter into a cooperative agreement pursuant to section 8401. Career and technical education students from Regional School Unit No. 88 doing business as School Administrative District No. 24 (Cyr Plantation, Hamlin and Van Buren) must be permitted to attend that center on a tuition basis to the extent that there are unused slots available in the career and technical education programs at the center.

**Sec. 12. 20-A MRSA §15672, sub-§1-D**, as enacted by PL 2011, c. 679, §27, is amended to read:

**1-D. Career and technical education costs.** "Career and technical education costs" for subsidy purposes means all costs incurred by the career and technical education regions, centers or satellites in providing approved secondary school and middle school level career and technical education programs, excluding transportation, capital costs and debt service.

STATE OF MAINE  
IN THE YEAR OF OUR LORD  
TWO THOUSAND NINETEEN

H.P. 740 - L.D. 985

**An Act To Maintain High School Diploma Standards by  
Repealing Proficiency-based Diploma Standards and Adding  
the Equivalent in Standards Achievement**

Be it enacted by the People of the State of Maine as follows:

**Sec. 1. 20-A MRSA §4722**, as amended by PL 2017, c. 466, §§8 and 9, is further amended to read:

§4722. High school diploma standards

~~A secondary school shall provide a comprehensive program of instruction leading to a high school diploma as set out in section 4721. The commissioner shall develop rules for the transition between the requirements of this section and the parameters for essential instruction and graduation requirements established under section 6209.~~

**1. Minimum instructional requirements.** ~~A comprehensive program of instruction~~The instructional requirements leading to a high school diploma must include a minimum 4-year program that meets the curriculum requirements established by this ~~chapter~~section and any other instructional requirements established by the commissioner and the school board.

**2. Required subjects.** ~~Courses~~Instruction in the following subjects ~~shall~~must be provided in separate or integrated study programs to all, and students and required must complete the following minimum requirements for a high school diploma:

- A. English--4 years or the equivalent in standards achievement;
- B. Social studies and history, including American history, government, civics and personal finance--2 years or the equivalent in standards achievement;
- C. Mathematics--2 years or the equivalent in standards achievement;

D. Science, including at least one year of laboratory study--2 years or the equivalent in standards achievement; and Fine arts, which may include art, music, forensics or drama--one year or the equivalent in standards achievement.

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

**2-B. Policy.** The following are the fundamental policies in the State's high school diploma standards:

A. To ensure that a diploma indicating graduation from a secondary school signifies that the graduate has completed the requirements described in this section and is ready to enter a postsecondary educational program or a career as a clear and effective communicator, a self-directed and lifelong learner, a creative and practical problem solver, a responsible and involved citizen and an informed and integrative thinker;

B. To recognize that in order to help students to reach the goal described in paragraph A, school administrative units must align their instruction with the system of learning results established under section 6209; and

C. To encourage school administrative units to develop innovative multiple pathways that allow all students to learn and demonstrate their achievement through multiple means and measures pursuant to subsection 2-A.

**3. Satisfactory completion.** A diploma may be awarded to ~~a~~ secondary school students--student who have--has satisfactorily completed all diploma requirements in accordance with the academic standards of the school administrative unit and this ~~chapter--section~~. All secondary school students must achieve the content standards of the parameters for essential instruction and graduation requirements established pursuant to section 6209. ~~Children--A child with disabilities--a disability, as defined in section 7001, subsection 1-B, who successfully meet the content standards of the parameters for essential instruction and graduation--satisfies the local diploma requirements in addition to any other diploma requirements applicable to all secondary school students, as the manner specified by the goals and objectives of their--the child's individualized education plans, may plan must~~ be awarded a high school diploma. Career and technical students may, consistent with the approval of the commissioner and the local school board, satisfy the requirements of subsection 2 through separate or integrated study within the career and technical school curriculum, including through courses provided pursuant to section 8402 or 8451-A.

**4. Exception.** A secondary school student who has satisfactorily completed the freshman year in an accredited degree-granting institution of higher education or a secondary school student who has satisfactorily completed the junior and senior years in a dual enrollment career and technical education program formed pursuant to chapter

229 may be eligible to receive a high school diploma from the secondary school the student last attended, although the student may not meet the graduation requirements of this Title.

**5. Advanced study.** Nothing in this chapter may prevent the award of a diploma to a student who has completed all diploma requirements in fewer than 4 years of study.

**6. Exception for certain veterans.** A secondary school may award a high school diploma to a person who meets all of the following requirements. A diploma may be awarded posthumously.

- A. The person or the person's family must apply to the secondary school for the diploma.
- B. The person must either:
  - (1) Have attended the secondary school or attended a secondary school in the geographic area now served by the secondary school; or
  - (2) Currently reside in the geographic area served by the secondary school.
- C. The person must have left secondary school:
  - (1) Before or during World War II to serve in the Armed Forces during World War II;
  - (2) Before or during the Korean Conflict to serve in the Armed Forces in the Korean Conflict;
  - (3) Before or during the Vietnam War to serve in the Armed Forces during the Vietnam War era. For purposes of this subparagraph, "Vietnam War era" means the period beginning February 28, 1961 and ending May 7, 1975; or
  - (4) To serve in the Armed Forces during the period of wartime or peacetime after a period of wartime described in subparagraph (1), (2) or (3).
- D. The person did not graduate or receive a high school diploma because of service in the Armed Forces.
- E. The person received an honorable discharge or a certificate of honorable service from the Armed Forces.

For purposes of this subsection, "Armed Forces" means the Army, Navy, Air Force, Marine Corps or Coast Guard; and the Merchant Marines only for the period of December 7, 1941 to August 16, 1945.

**7. Applicability of requirements.** This section applies to the granting of diplomas to secondary school students beginning January 1, 2019.

**Sec. 2. 20-A MRSA §4722-A,** as amended by PL 2017, c. 466, §10, is repealed.

**Maine Revised Statutes**  
**Title 26: LABOR AND INDUSTRY**  
**Chapter 25: WORKFORCE INVESTMENT**

**§2006. ESTABLISHMENT OF STATE WORKFORCE INVESTMENT BOARD**

**1. Responsibilities.** The State Workforce Board, referred to in this section as "the board," is established to ensure that the State's workforce development system helps Maine people and businesses compete successfully in the global economy. Specific responsibilities include but are not limited to:

- A. Performing all of the duties and responsibilities of the state board as defined in the Workforce Innovation and Opportunity Act; [2017, c. 110, §14 (AMD).]
- B. Recommending to the Governor a state workforce development plan designed to maximize utilization and effectiveness of state workforce development services; [2003, c. 114, §10 (AMD).]
- C. Monitoring agency and system-wide strategic goals based on the statewide workforce development policy and strategic plan and evaluating progress toward meeting those goals; [1997, c. 410, §12 (NEW); 1997, c. 410, §13 (AFF).]
- D. Providing recommendations to the Governor and the Legislature that would improve system effectiveness and reduce system fragmentation; [1997, c. 410, §12 (NEW); 1997, c. 410, §13 (AFF).]
- E. Creating greater coordination between economic development and human resource development and education programs; [2003, c. 114, §10 (AMD).]
- F. Ensuring a balance between rural and urban workforce development; [2003, c. 114, §10 (AMD).]
- G. Providing policy oversight and recommendations to ensure the effectiveness of vocational programs for people with disabilities in order to support efforts that reduce barriers to employment; [2003, c. 114, §10 (NEW).]
- H. Providing policy oversight and recommendations to ensure that self-employment, microenterprise and small business are part of the overall workforce development strategy; [2003, c. 114, §10 (NEW).]
- I. Providing policy recommendations to ensure the effectiveness of work-related programs and services for youth, including youth with disabilities; [2017, c. 259, §1 (AMD).]
- J. Providing policy recommendations to ensure the effectiveness of work-related programs and services for "at-risk" youth; and [2017, c. 259, §1 (AMD).]
- K. Supporting and tracking progress toward an attainment goal of increasing the percent of working-age adults holding a high-value certificate, college degree, vocational education or other industry-recognized credential to 60% by 2025 with a focus on meeting future workforce needs and reporting annually on progress to the joint standing committee of the Legislature having jurisdiction over education and cultural affairs and the joint standing committee of the Legislature having jurisdiction over labor, business, research and economic development matters. [2017, c. 259, §2 (NEW).]

[ 2017, c. 110, §14 (AMD); 2017, c. 259, §§1, 2 (AMD) .]

**2. Membership.** The board consists of members appointed by the Governor.

- A. [2009, c. 12, §1 (RP).]
- B. Appointments must be consistent with the representation requirements of the Workforce Innovation and Opportunity Act, including representatives from business and industry, organized labor, state

agencies responsible for human resource programs and educational and community-based institutions. [2017, c. 110, §15 (AMD).]

The Governor shall ensure that the board has sufficient expertise to effectively carry out the duties and functions of the board.

[ 2009, c. 12, §1 (AMD); 2017, c. 110, §15 (AMD) .]

**3. Terms of members.** One third of the initial appointees shall serve for a one-year term, 1/3 of the initial appointees shall serve for a 2-year term and 1/3 shall serve for a 3-year term. All subsequent appointees shall serve 3-year terms.

[ 1997, c. 410, §12 (NEW); 1997, c. 410, §13 (AFF) .]

**4. Chair and vice-chair.** The Governor shall appoint a chair from the members of the board who represent business and industry and a vice-chair from the membership of the board to serve for a one-year term. The Governor may reappoint members to serve as chair or vice-chair.

[ 2017, c. 110, §16 (AMD) .]

**5. Functions and duties of the council.**

[ 2003, c. 114, §11 (RP) .]

**5-A. Apprenticeship.**

[ 2011, c. 491, §9 (RP); 2011, c. 627, §3 (RP) .]

**5-B. Commission on Disability and Employment.** In addition to its other duties, the board, through its Commission on Disability and Employment, a standing committee created pursuant to subsection 7, paragraph A, subparagraph (2) and referred to in this subsection as "the standing committee," shall perform the duties of the former Governor's Committee on Employment of People with Disabilities.

A. The standing committee shall:

- (1) Advise, consult and assist the executive and legislative branches of State Government on activities of State Government that affect the employment of disabled individuals. The standing committee is solely advisory in nature. The standing committee may advise regarding state and federal plans and proposed budgetary, legislative or policy actions affecting disabled individuals;
- (2) Serve as an advocate on behalf of disabled citizens promoting and assisting activities designed to further equal opportunity for people with disabilities;
- (3) Conduct educational programs considered necessary to promote public understanding of the employment-related needs and abilities of disabled citizens of this State;
- (4) Provide information, training and technical assistance to promote greater employer acceptance of disabled workers;
- (5) Advise and assist employers and other organizations interested in developing employment opportunities for disabled people; and
- (6) Work with state and local government officials, organizations representing persons with disabilities and the business community to inform the public of the benefits of making facilities and services accessible to and usable by individuals with disabilities. [2011, c. 627, §3 (AMD).]

B. The standing committee shall administer in accordance with current fiscal and accounting regulations of the State, and in accordance with the philosophy, objectives and authority of this subsection, any funds appropriated for expenditure by the standing committee or any grants or gifts that may become

available and are accepted and received by the standing committee. [2011, c. 627, §3 (AMD).]

C. The standing committee shall submit an annual report directly to the Governor and the Legislature not later than January 1st of each year concerning its work, recommendations and interest of the previous fiscal year and future plans. The standing committee shall make any interim reports it considers advisable. [2017, c. 110, §17 (AMD).]

D. The standing committee shall keep minutes of all meetings, including a list of people in attendance. [2011, c. 627, §3 (AMD).]

E. The standing committee may employ, subject to the Civil Service Law, the staff necessary to carry out its objectives. The standing committee may employ consultants and contract for projects it determines necessary. To the extent feasible and reasonable, the standing committee must be given the staff, facilities, equipment, supplies, information and other assistance required to carry out its activities. [2011, c. 627, §3 (AMD).]

F. The standing committee may make necessary rules, consistent with this subsection, for promoting its purposes. [2011, c. 627, §3 (AMD).]

G. [2013, c. 467, §6 (RP).]

[ 2009, c. 12, §2 (AMD); 2017, c. 110, §17 (AMD) .]

#### **5-C. Occupational information.**

[ 2011, c. 627, §3 (RP) .]

**5-D. Workforce development.** In addition to its other duties, the board shall perform the functions of the state board as specified in Section 101(d) in the Workforce Innovation and Opportunity Act.

A. [2017, c. 110, §18 (RP).]

B. The board has the necessary authority to carry out the purposes of this section. [2011, c. 627, §3 (AMD).]

C. The commissioner may appoint employees necessary to carry out the board's functions under this subsection. [2017, c. 110, §18 (AMD).]

D. The commissioner may adopt routine technical rules, in accordance with Title 5, chapter 375, subchapter 2-A necessary to carry out the board's functions under this subsection. [2017, c. 110, §18 (AMD).]

[ 2017, c. 110, §18 (AMD) .]

**6. Powers.** The board has the necessary authority to carry out the purposes of this section.

[ 2011, c. 627, §3 (AMD) .]

**7. Committee structure.** The board has the following committee structure.

A. The board shall create 6 standing committees. The standing committees shall make recommendations to the full board. The 6 standing committees are as follows:

- (1) Younger workers;
- (2) Commission on Disability and Employment;
- (3) Women's employment issues;
- (4) Older workers;
- (5) Veterans employment; and



(6) The Program Partners Committee. Organizations with representation on the Program Partners Committee may include, but are not limited to, organizations that conduct programs or activities as specified in Section 121(b)(1)(B) of the Workforce Innovation and Opportunity Act. [2017, c. 110, §19 (AMD).]

B. The board may create committees in addition to those in paragraph A to address specific problems and issues. These committees shall make recommendations to the full board. [2013, c. 467, §7 (RPR).]

D. The standing committees under paragraph A may receive and accept, from any source, allocations, appropriations, loans, grants and contributions of money or other things of value to be held, used or applied to carry out this section, subject to the conditions upon which the loans, grants and contributions may be made, including, but not limited to, appropriations, allocations, loans, grants or gifts from a private source, federal agency or governmental subdivision of the State or its agencies. [2013, c. 467, §7 (NEW).]

[ 2011, c. 491, §10 (AMD); 2011, c. 655, Pt. EE, §18 (AMD); 2011, c. 655, Pt. EE, §30 (AFF); 2013, c. 424, Pt. A, §15 (AMD); 2017, c. 110, §19 (AMD) .]

**8. Meetings.** The board shall meet at such times and such places as it considers necessary. The meetings must be publicly announced and open to the general public. A majority of members of the board constitutes a quorum for the transaction of business.

[ 2011, c. 627, §3 (AMD) .]

**9. Administration.** The Department of Education and the Department of Labor shall jointly administer the board. The Department of Labor is the fiscal agent for the board. Pursuant to the Commissioner of Labor's authority under section 1401-B and to the Commissioner of Education's authority under Title 20-A, section 253, subsection 2, the Commissioner of Labor and the Commissioner of Education may designate employees they consider necessary to carry out the State's responsibility under this section.

The Commissioner of Education and the Commissioner of Labor are authorized to adopt joint rules as may be necessary to carry out the State's responsibility under this section. Rules adopted pursuant to this subsection are routine technical rules as defined in Title 5, chapter 375, subchapter 2-A.

The board shall establish bylaws for its governance. These bylaws are subject to the Governor's approval.

[ 2011, c. 627, §3 (AMD) .]

**10. Compensation.** Members of the board receive no compensation for their services. Reimbursement of necessary expenditures incurred in the performance of their duties on the board, which are allowed by state law, are administered by the Department of Labor from federal or state appropriations.

[ 2011, c. 627, §3 (AMD) .]

#### SECTION HISTORY

1997, c. 410, §12 (NEW). 1997, c. 410, §13 (AFF). 1997, c. 683, §§D7-10 (AMD). 1999, c. 6, §§1,2 (AMD). 2003, c. 20, §OO2 (AMD). 2003, c. 20, §OO4 (AFF). 2003, c. 114, §§10-13 (AMD). 2003, c. 545, §§4,5 (REV). 2003, c. 689, §B6 (REV). 2009, c. 12, §§1, 2 (AMD). 2011, c. 491, §§9, 10 (AMD). 2011, c. 627, §3 (AMD). 2011, c. 655, Pt. EE, §18 (AMD). 2011, c. 655, Pt. EE, §30 (AFF). 2013, c. 424, Pt. A, §15 (AMD). 2013, c. 467, §§6, 7 (AMD). 2017, c. 110, §§14-19 (AMD). 2017, c. 259, §§1, 2 (AMD).

## Appendix J - MOU

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

#### Purpose

Enacted by the 125th Maine Legislature, 20-A M.R.S. § 12709(11-A) required the Maine Department of Education (MDOE) and the Maine Community College System (MCCS) to enter into a memorandum of understanding that establishes a process by which the MCCS will review programs of the career and technical education (CTE) centers and career and technical education regions that are using national industry or state **certification standards to determine the nature and amount of college credit that must be awarded upon successful completion of an approved secondary school program.** These efforts will assist in ensuring that **students demonstrate proficiency and ultimately enter the workforce with the skills necessary to be career ready.** This Memorandum of Understanding will replace a previous agreement between the MDOE and MCCS which was approved in May 2014.

#### Goals of the Memorandum of Understanding

The goals of this agreement are to:

- **Provide a statewide framework for the awarding of credits that may be used to offer a seamless transition from secondary CTE education to postsecondary enrollment in the MCCS;**
- Create system-to-system (MCCS and MDOE on behalf of CTE) articulation agreements which will **minimize course repetition and lead to a postsecondary credential or a nationally-recognized industry credential earned through course work aligned to industry standards and employment;** and,
- **Provide a uniform credit structure to ensure equity in transfer credits amongst all MCCS institutions.**

#### Responsibilities of Each Party

##### Maine Department of Education

1. The Commissioner will designate the State CTE Director as the primary contact for this work.
2. MDOE has mandated national industry or State certification standards for each Maine career program pathway. MDOE will provide the MCCS with the national industry or State certification standards for each career program pathway.
3. MDOE will collaborate with the state CTE centers and regions on a plan to ensure there is engagement with the MCCS.
4. MDOE will establish a process for the CTEs to request a review of additional standards and **certifications.**

##### Maine Community College System

1. The MCCS President will designate the System's Chief Academic Officer as the point person for the Maine Community College System.
2. The Chief Academic Officer will receive requests for review of national industry standards and **State certification standards.**
3. The Chief Academic Officer, in consultation with the MCCS Academic Affairs Council, will **determine whether credit can be awarded and in what amount uniformly across the system, recognizing that the student's achievement must be validated by an evidence-based assessment in an equivalent course** within the MCCS. In the case of industry certifications, achievement of the **certification will serve as the assessment.**
4. The MCCS will recognize the successful completion of national industry standards or state certification standards, credits obtained through concurrent or dual enrollment courses offered by **MCCS institutions, as well as the uniform statewide articulation agreements to determine pathways** and the awarding of college credit. Receipt of this credit does not entitle the student acceptance into the college awarding the credit. Ensure that credit awarded by one community

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

**Jointly**

1. Create uniform system-to-system (MCCS and :MDOE on behalf of CTE) articulation agreements for individual programs of study aligned to industry standards. Temporary articulation agreements may be developed between individual colleges of the MCCS and a CTE center for tl1e purposes of introducing a new program.

**Sole Agreement**

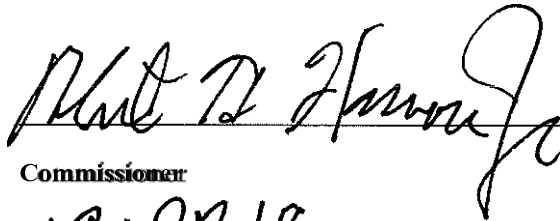
This Agreement (including any appendices and schedules) is the entire agreement between the parties regarding its subject matter. It replaces all prior agreements, communications and representations between the parties regarding its subject matter. This Agreement can be changed only by an amendment signed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

**Terms**

The Memorandum of Understanding will be reviewed annually from tl1e date in which it was fully executed, to determine effectiveness, and will automatically expire after three years and a new MOU created to pursue additional efforts as identified throughout the process and/or to maintain the evaluation of this process.

For the Maine Community College System

For the Maine Department of Education



\_\_\_\_\_  
President

\_\_\_\_\_  
Commissioner

12.21.18

12.27.18

Date

Date

## Appendix K – Maine Learning Results

### [Career & Education Development](#)

Career and Education Development enables all students to make connections and develop the knowledge, skills and behaviors that can provide for their own success in work, study, and life. Lifelong employment with a single employer has virtually vanished. Success today is increasingly dependent on a sophisticated knowledge base, the ability to enhance that base, collaborate, self-direct and adapt to change. Individuals will need to alter their goals and decisions over their lifetimes in relation to school and workplace requirements and personal responsibilities.

Career and Education Development encompasses three stages of development beginning with career awareness which lays a foundation for students to formulate career aspirations. As students begin to identify their interests, they can learn more about specific career options through career exploration. Career immersion is the final stage of development and students participate directly in career-related tasks. As part of Career and Education Development, students must see education in a variety of forms as a continuous lifelong process that will prepare them for and make them adaptable in a complex, information-rich and fast-changing world.

### [English Language Arts/Literacy](#)

The Maine Department of Education is committed to the development of strong language and literacy skills for all Maine learners because literacy is the foundation for learning across disciplines. With world-class English language arts and literacy standards, Literacy for ME: a Statewide Literacy Plan, MoMEntum, a K-3 Literacy initiative, and support for Early Learning and Development, Maine DOE provides learners of all ages, as well as their families, communities and educators, with a pathway to achievement.

Note: Maine DOE has begun the process to review and update the Maine ELA standards. Please visit the English Language Arts Standards Review page to learn more.

If you would like to receive information about upcoming ELA and literacy events, new resources and developments, and opportunities specific to ELA/literacy interests, sign-up for the ELA listserv. This list is primarily for middle and high school topics. Subscribe to the Literacy listserv for primarily early childhood topics. This is a receive-only service and does not allow conversations.

Literacy Links is the Maine DOE's blog for educators that provides research-based information related to a number of aspects of literacy education. You may choose to follow the blog to receive notification of new posts. The archive for Literacy Links Newsletters provides access to many previously published newsletters.

Maine DOE occasionally needs Maine educators to participate on committees or teams to provide feedback and inform decisions. Please consider enrolling in the ELA and Math Volunteer Registry for the 2018/2019 school year.

### [Health Education & Physical Education](#)

#### Health Education

The Maine Department of Education is committed to supporting the delivery of effective health education instructional programs. Quality pre-kindergarten through diploma comprehensive school health education (CSHE) provides students with the knowledge and skills to thrive physically, mentally, emotionally and socially. It contributes to a student's ability to successfully practice behaviors that protect and promote health and avoid and reduce health risks.

Through CSHE, students learn basic health concepts and develop the skills required to obtain, adopt, practice and maintain health-enhancing and safe behaviors, including: analyzing the reliability and validity of media, technology and health resources; communicating effectively using refusal and conflict-management skills; being better consumers of information; managing life challenges and stress; setting goals; and making healthy decisions. CSHE assists students in achieving academic success and practicing healthy lifestyle behaviors.

As part of the Maine DOE's commitment to supporting schools in the delivery of effective prekindergarten through diploma health education instructional programs, this site provides teachers, administrators, nonprofits, higher education faculty, parents and community members with a broad range of resources and tools reflective of Maine's learning standards. In addition, the Maine DOE Health Education Program staff offer technical assistance and professional development on CSHE curriculum, instruction and assessment.

#### Physical Education

Quality prekindergarten through diploma physical education provides students with the skills and knowledge needed to support lifetime participation in a variety of physical activities that contribute to an active lifestyle. Physical education provides building blocks for motor skill development and analysis, physical fitness, stress reduction, decision-making and positive social skills. Students learn to assess and set goals, evaluate their own physical fitness and use this knowledge to maintain or improve their current fitness level. Students who participate in physical education on a regular basis learn the benefits of physical activity, including its contribution to academic success and a healthy lifestyle.

The Maine Department of Education Physical Education Program staff offer resources, tools, technical assistance and professional development on physical education curriculum, instruction and assessment, including that of adapted physical education. The program is available to assist educators, parents, students, agencies and organizations.

#### [Mathematics](#)

The ability to reason quantitatively, to persevere and solve problems, to construct logical arguments supported by precise models, and to critique the reasoning of others prepares students to engage with the wider world. Mathematics provides a means to understand the world, a lens through which logic, reasoning, and critical thinking can be developed.

Mathematics instruction supports Maine's mathematics learning standards in grades Kindergarten through 12. The Maine Department of Education mathematics specialists offer free and open resources, tools, technical assistance and professional learning opportunities on instructional practices, learning progressions, assessment, and curriculum development.

Maine DOE occasionally needs Maine educators to participate on committees or teams to provide feedback and inform decisions. Please consider enrolling in this registry for the 2019/2020 school year.

#### [Science & Engineering](#)

Knowledge of science, technology, engineering, and mathematics (STEM) plays a key role in developing informed citizens. By increasing understanding in these areas, the Maine Department of Education seeks to support gains in student scientific achievement and aspirations to pursue STEM careers. Furthermore, careers in STEM-related fields are some of the highest wage, highest growth areas in Maine.

As part of the Maine DOE's commitment to supporting schools in the delivery of effective K-12 science instructional programs, the Science & Engineering section of this website provides students, teachers, administrators, nonprofits, higher education faculty, and parents with a broad range of resources reflective of Maine's Learning Standards.

## [Social Studies](#)

The Maine Department of Education recognizes that social studies is an integral part of a comprehensive education preparing learners for college, careers and civic life. Through the study of each of the four social studies disciplines—civics and government, economics, geography, and history—students are provided with opportunities to acquire and apply knowledge and skills in a variety of authentic contexts. Social studies teaches students not what to think, but how to think. The knowledge, skills and dispositions gained through social studies allow students to make informed decisions and participate fully in civic life. Engagement in social studies provides students with the opportunity to learn about their world and become active and involved members of their local and global communities. As part of the Maine DOE's commitment to supporting schools in the delivery of effective K-12 social studies instructional programs, this site offers teachers, administrators, nonprofits, higher education faculty, parents and community members with a broad range of resources reflective of Maine's learning standards.

The State of Maine recently completed a mandatory Social Studies review process. Check out the new Standards and Instruction page to see the revised standards and supporting materials.

During the revision process, effort was given to strengthen the teaching of Maine Native Americans. There is a Maine Department of Education resource page related to teaching about Maine Native Americans.

During the revision process, effort was given to emphasize the role of teaching Personal Finance. In order to support teachers and districts in teaching about Personal Finance, the Maine Department of Education in partnership with the Maine Jump\$tart Coalition, has created a financial education resource, titled the Maine Financial Literacy Framework & Resource Guide. The Maine Department of Education also maintains a web page devoted to resources and organizations that support the teaching of financial literacy.

## [Visual & Performing Arts](#)

The Maine Department of Education is committed to supporting schools in the delivery of quality and effective PreK-12 visual and performing arts instruction. Research shows that students involved in the visual and performing arts are more successful in school, more involved in their communities, and perform better on standardized tests. Engagement in the visual and performing arts deepens students' overall knowledge as well as their social and emotional development.

All Maine publicly-supported schools have implemented the Visual and Performing Arts Standards included in the Maine Learning Results. The standards document outlines a comprehensive pathway to enable every high school graduate to exhibit proficiency in one or more of the visual and performing arts disciplines – dance, music, theatre, and visual arts. Connecting the visual and performing arts with other content areas of the curriculum may improve a student's engagement and learning.

This site provides students, educators, and community members with visual and performing arts information and resources reflective of Maine's learning standards.

## [World Languages](#)

The study of a world language prepares learners to be competitive in their post-secondary plans - whether pursuing further education or a career, builds global awareness, and develops global citizenship. Maine businesses are part of the global marketplace. In 2017, Maine exported 2.6 billion dollars of goods. 6.8% of Mainers are employed by foreign-owned companies (US Department of Commerce, 2017). In a 2017 report by New American Economy (NAE), the number of jobs aimed at bilinguals more than doubled from 2010 to 2015, reaching 630,000. In 2006, the Committee for Economic Development (CED) found that American businesses lost over \$2 billion each year because of language or cultural misunderstandings. It is important for Maine learners to have language and

intercultural learning opportunities that will keep them on pace with their national and international peers in an every-changing global economy.

In addition to our most commonly taught languages of French and Spanish, schools also teach other languages such as: American Sign Language, Arabic, Chinese, German, Japanese, Latin, Native American languages, Russian, and Swahili. This site aims to provide information and resources for educators to use to implement World Language standards, develop curriculum and assessments, and increase students' proficiency in another language.

# Appendix L – Program of Study Template

## Program Cluster - Program - Perkins V Program of Study

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

MIDDLE SCHOOL	Experience	These standards may be taught simultaneously	<b>Safety</b> Obtain the safety training needed to be able to safely accomplish the standards and objectives	Discovery	These standards may be taught simultaneously	<b>Career Awareness</b> Explore the wide variety of career opportunities and skills they require	Sample Occupations
			<b>Career Experience</b> Participate in applied learning and hands-on activities where students can explore career-related skills & interests			<b>Career Pathway</b> Understand how school, school programs and education plans lead to specific careers	
			<b>Career Workplace Skill</b> exposure to common workplace interpersonal skills (soft skills)				
SECONDARY	High School Core Academic State Graduation Requirements Students may demonstrate achievement of the standards through multiple pathways		State Education Requirements	Local Graduation Requirements	Secondary Career and Technical Education - Program	Secondary CTE Completion	
	English - 4 years or the equivalent in standards achievement		<b>Maine Guiding Principals</b> A Clear & Effective Communicator A Self-Directed & Lifelong Learner A Creative & Practical Problem Solver A Responsible & Involved Citizen An Integrated & Informed  <b>Maine Learning Results</b> Career & Ed. Dev. English Language Arts Health & Physical Ed. Mathematics Science & Technology Social Studies Visual & Performing Arts World Languages	All Programs of Study must also meet local high school graduation requirements. Certain local student organization activities are also important including public speaking, record keeping and work-based experiences.	Include program description, certifications, and standards.	Include jobs that only need high school CTE completion and/or certification.	
	Social studies and history, including American history, government, civics and personal finance - 2 years or the equivalent in standards achievement						
	Mathematics - 2 years or the equivalent in standards achievement						
	Science, including at least one year of laboratory study - 2 years or the equivalent in standards achievement						
	Fine arts - art, music, forensics or drama - 1 year or the equivalent in standards achievement						
Instruction in health, safety, physical education, physiology and hygiene							
Articulation/Dual/Concurrent Credit -Postsecondary courses may be completed at the secondary level for articulation/dual credit purposes.							
POSTSECONDARY	Higher Education Institution		Articulated Credit (3 credits)	College Enrollment Requirements	Postsecondary -sample training objectives	Postsecondary Training or Degree Completion	
	Years 13 and 14	Include aligned postsecondary institution with credit opportunities	Include what course(s) are articulated	Secondary articulated credits do not guarantee college acceptance. Students must meet all local college enrollment requirements in order to be accepted into a postsecondary program.	Include postsecondary learning objectives and certifications received.	Include jobs that require additional education and/or certification.	
Other	Include additional postsecondary options					Include jobs that require additional education and/or certification.	
Commissioner or Designee (State Level), Director or Designee (Local Level)			Date	MCCS President or Designee (State Level), College President or Designee (Local Level), Signature	Date		



# 3

## Reasons for Early College Credits with a Purpose

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



### TRANSFERABILITY

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

### FINANCIAL AID

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



**Satisfactory Academic Progress - Grades:** Failing or withdrawing from too many courses can impact the student’s financial aid eligibility if they continue at the college where they earned those grades

**Satisfactory Academic Progress - Courses:** Taking too many courses outside of a college program will limit financial aid eligibility

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



### COLLEGE SUCCESS

- Research has shown that students who have just 1-2 early college courses benefit from higher college success rates as much as those who take 5-6 courses
- Too many unsuccessful courses on a college transcript generated in high school can impact future academic standing or program acceptance
- Doing well in select courses is the best way students can prepare for a college major

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



# Appendix N – Early College to Career Pathways

## Early College Pathways to Explore Maine Careers

I am interested in how things work and solving problems.	I want to help keep people safe and protected.	I would like to run or own a business. I like to organize and analyze information.	I am interested in the health of people or animals.	I would like to work with students.	I like to use technology to design, create, and solve problems.
<b>Early College Courses:</b> <ul style="list-style-type: none"> <li>• Precalculus/Calculus</li> <li>• Statistics</li> <li>• Technical Math</li> <li>• Physics</li> <li>• Intro to CAD Graphics</li> <li>• Welding 1</li> <li>• Intro to Hand &amp; Power Tool Safety</li> <li>• Suspension and Alignment</li> </ul>	<b>Early College Courses:</b> <ul style="list-style-type: none"> <li>• Intro to Criminal Justice</li> <li>• Criminology</li> <li>• Police Operations</li> <li>• Forensics</li> </ul>	<b>Early College Courses:</b> <ul style="list-style-type: none"> <li>• Intro to Business</li> <li>• Marketing &amp; Entrepreneurship</li> <li>• Intro to Personal and Business Finance</li> <li>• Intro to Mass Communication</li> <li>• Accounting</li> </ul>	<b>Early College Courses:</b> <ul style="list-style-type: none"> <li>• Medical Terminology</li> <li>• Anatomy &amp; Physiology</li> <li>• Intro to Biology</li> <li>• Emergency Medical Technology</li> </ul>	<b>Early College Courses:</b> <ul style="list-style-type: none"> <li>• Intro to Early Childhood Education</li> <li>• Intro/Foundations of Education</li> <li>• Child Development</li> </ul>	<b>Early College Courses:</b> <ul style="list-style-type: none"> <li>• Intro to Computer Science</li> <li>• Web Design</li> <li>• Network Fundamental</li> <li>• Intro to Networking</li> </ul>
<b>Possible Majors at MCCS:</b> <ul style="list-style-type: none"> <li>• Architectural Drafting &amp; Design</li> <li>• HVAC Technology</li> <li>• Automotive Technology</li> </ul>	<b>Possible Majors at MCCS:</b> <ul style="list-style-type: none"> <li>• Criminal Justice</li> <li>• Emergency Medical Services</li> <li>• Paramedicine</li> <li>• Fire Science</li> </ul>	<b>Possible Majors at MCCS:</b> <ul style="list-style-type: none"> <li>• Business Administration</li> <li>• Marketing</li> <li>• Hospitality &amp; Tourism</li> </ul>	<b>Possible Majors at MCCS:</b> <ul style="list-style-type: none"> <li>• Surgical Tech</li> <li>• Nursing</li> <li>• Animal Care &amp; Management</li> <li>• Medical Coding</li> </ul>	<b>Possible Majors at MCCS:</b> <ul style="list-style-type: none"> <li>• Education</li> <li>• Career &amp; Technical Education</li> <li>• Early Childhood Education</li> </ul>	<b>Possible Majors at MCCS:</b> <ul style="list-style-type: none"> <li>• Computer Science</li> <li>• IT</li> <li>• Network Security</li> <li>• Graphic Design</li> </ul>
<b>Possible Majors at UMS:</b> <ul style="list-style-type: none"> <li>• Surveying Technology</li> <li>• Environmental Science</li> <li>• Biology</li> </ul>	<b>Possible Majors at UMS:</b> <ul style="list-style-type: none"> <li>• Criminal Justice</li> <li>• Political Science</li> <li>• Public Policy/Administration</li> <li>• Justice Studies</li> </ul>	<b>Possible Majors at UMS:</b> <ul style="list-style-type: none"> <li>• Accounting</li> <li>• Finance</li> <li>• Business Administration</li> <li>• Marketing</li> </ul>	<b>Possible Majors at UMS:</b> <ul style="list-style-type: none"> <li>• Athletic Training</li> <li>• Nursing</li> <li>• Rehabilitation Science</li> <li>• Biology/Pre-Med</li> </ul>	<b>Possible Majors at UMS:</b> <ul style="list-style-type: none"> <li>• Education (Music, Art, Elementary, Science, History, Math, Language Arts)</li> <li>• Special Education</li> </ul>	<b>Possible Majors at UMS:</b> <ul style="list-style-type: none"> <li>• Computer Science</li> <li>• IT</li> <li>• Information Systems Security</li> </ul>
<b>Possible Careers</b> <ul style="list-style-type: none"> <li><b>2-Year Degree:</b> <ul style="list-style-type: none"> <li>• Electrician</li> <li>• Welder</li> <li>• Plumber</li> <li>• Automotive Technician</li> </ul> </li> <li><b>4-Year Degree:</b> <ul style="list-style-type: none"> <li>• Civil Engineer</li> <li>• Biomedical Engineer</li> <li>• Marine Biologist</li> <li>• Chemist</li> </ul> </li> </ul>	<b>Possible Careers</b> <ul style="list-style-type: none"> <li><b>2-Year Degree:</b> <ul style="list-style-type: none"> <li>• Game Warden</li> <li>• Police Officer</li> <li>• Firefighter</li> <li>• EMT</li> <li>• Detective</li> </ul> </li> <li><b>4-Year Degree:</b> <ul style="list-style-type: none"> <li>• Federal Police Officer</li> <li>• Border Patrol Agent</li> <li>• Government Worker</li> <li>• Secret Service Agent</li> <li>• State Trooper</li> </ul> </li> </ul>	<b>Possible Careers</b> <ul style="list-style-type: none"> <li><b>2-Year Degree:</b> <ul style="list-style-type: none"> <li>• Bookkeeper</li> <li>• Sales Manager</li> <li>• Hotel Manager</li> <li>• Small Business Owner</li> </ul> </li> <li><b>4-Year Degree:</b> <ul style="list-style-type: none"> <li>• Financial Analyst</li> <li>• Advertising</li> <li>• Account Executive</li> <li>• Project Manager</li> <li>• Accountant</li> </ul> </li> </ul>	<b>Possible Careers</b> <ul style="list-style-type: none"> <li><b>2-Year Degree:</b> <ul style="list-style-type: none"> <li>• Medical Assistant</li> <li>• RN</li> <li>• EMT</li> <li>• Dietetic Tech</li> <li>• X-Ray Technician</li> </ul> </li> <li><b>4-Year Degree:</b> <ul style="list-style-type: none"> <li>• Athletic Trainer</li> <li>• Dental Assistant/Hygienist</li> <li>• RN/BSN</li> <li>• Nutritionist</li> </ul> </li> </ul>	<b>Possible Careers</b> <ul style="list-style-type: none"> <li><b>2-Year Degree:</b> <ul style="list-style-type: none"> <li>• Early Childhood Educator</li> <li>• Day Care Owner</li> <li>• Educational Technician</li> </ul> </li> <li><b>4-Year Degree:</b> <ul style="list-style-type: none"> <li>• Teacher (Elementary, Music, Art, Science, History, Math, Language Arts, Special Education)</li> </ul> </li> </ul>	<b>Possible Careers</b> <ul style="list-style-type: none"> <li><b>2-Year Degree:</b> <ul style="list-style-type: none"> <li>• Network &amp; System Administrator</li> <li>• Database Administrator</li> <li>• IT Technician</li> </ul> </li> <li><b>4-Year Degree:</b> <ul style="list-style-type: none"> <li>• Programmer</li> <li>• Systems Analyst</li> <li>• IT Security</li> <li>• Web Designer</li> <li>• GIS/Mapping</li> </ul> </li> </ul>



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

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



Early College at Maine's Community Colleges:  
[oncourse.me.edu](http://oncourse.me.edu)



Early College at Maine's Public Universities:  
[academics.maine.edu/early-college](http://academics.maine.edu/early-college)

### What if I'm not sure where to start?

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

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

A Collaboration of Maine's Community College System (MCCS) and the University of Maine System (UMS). For a complete guide of Maine's postsecondary options visit: <https://www.famemaine.com/education/topics/choosing-a-college/maine-college-search/>  
 The University of Maine System is an EEO/AA employer, and does not discriminate on the grounds of race, color, religion, sex, sexual orientation, transgender status, gender expression, national origin, citizenship status, age, disability, genetic information or veteran's status in employment, education, and all other programs and activities. The following person has been designated to handle inquiries regarding non-discrimination policies: Director of Equal Opportunity, 101 North Stevens Hall, University of Maine, Orono, ME 04469-5754, 207.581.0226, TTY 717 Maine Relay System.  
 The Maine Community College System is an equal opportunity/affirmative action institution and employer. For more information, please contact the MCCS Office of Human Resources at 207.629.4000. The complete notice of non-discrimination is available at [mcccs.me.edu/non-discrimination](http://mcccs.me.edu/non-discrimination).



# Appendix O – Accountability Comment Survey

## Stakeholder Accountability Input Survey

Stakeholder Accountability Input Survey

The purpose of this survey is to allow public comment in regards to the MDOE-CTE's proposed indicators of performance, pursuant to section 113(b)(3)(A)(ii) of the Strengthening Career and Technical Education for the 21st Century Act (Perkins V). MDOE-CTE encourages stakeholders to share their insights into these measures. Please select your agreement status for both secondary and post-secondary. Text-boxes has also been provided to allow narrative feedback per measurement.

### AgreeSec

Please select if you Agree with all the proposed Secondary CTE Performance Indicators

- Yes
- No

Please leave comments below relating to the proposed Secondary CTE Performance Indicators

### Secondary PI's

---

Please select if you Agree or Disagree with 1S1

- Agree
- Disagree --Please share your insights in the text-box below

Please share a comment for 1S1

Please select if you Agree or Disagree with 2S1

- Agree
- Disagree --Please share your insights in the text-box below

Please share a comment for 2S1

Please select if you Agree or Disagree with 2S2

- Agree
- Disagree --Please share your insights in the text-box below

Please share a comment for 2S2

Please select if you Agree or Disagree with 2S3

- Agree
- Disagree --Please share your insights in the text-box below

Please share a comment for 2S3

Please select if you Agree or Disagree with 3S1

- Agree
- Disagree --Please share your insights in the text-box below

Please share a comment for 3S1

Please select if you Agree or Disagree with 4S1

- Agree

Disagree --Please share your insights in the text-box below

Please share a comment for 4S1

Please select if you Agree or Disagree with 5S2

- Agree
- Disagree --Please share your insights in the text-box below

Please share a comment for 5S2

### **AgreePost**

Please select if you Agree with all the proposed Post-Sec CTE Performance Indicators

- Yes
- No

Please leave comments below relating to the proposed Post-Sec CTE Performance Indicators

**Post-Sec PI's**

Please select if you Agree or Disagree with 1P1

- Agree
- Disagree --Please share your insights in the text-box below

Please share a comment for 1P1

Please select if you Agree or Disagree with 2P1

- Agree
- Disagree --Please share your insights in the text-box below

Please share a comment for 2P1

Please select if you Agree or Disagree with 3P1

- Agree
- Disagree --Please share your insights in the text-box below

Please leave a comment for 3P1

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### State Plan Accountability Survey Feedback

Sec Overall	<p>I would suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: The definition of postsecondary placement is prescribed in the Perkins Act. Placement of secondary students entering employment from high school is a part of the 3S1 measure although a truly valid percentage is difficult as we are not allowed to collect social security numbers to match with labor data. To gather this information, we will rely on self-reported student survey data that will be collected through the NEO student information system.</p> <p><u><a href="#">3S1- Postsecondary Placement - The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are employed as recorded in the NEO CTE Post-Grad Placement survey. State Plan Guidance page 32</a></u></p> <p>I would like to see more performance indicators, something in the area of post-secondary employment in the field a student studied. And a component of performance in supporting EL students in earning a certification.</p> <p>Response: Alignment of employment to field of study is attempted through data sharing between the Maine Community College System and Maine Department of Labor. The classification of data in the two systems makes this alignment difficult. Also, In addition to the self-reported student surveys , the local Perkins applications look at resources for students around career opportunities. English Learners are a subpopulation within the required</p>
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	<p>Perkins special populations and the data is reported on all of the measures we are required to provide information to the US Department of Education, Office of Career and Technical and Adult Education.</p> <p><u>(C) State report.—</u></p> <p><u>(i) In general.—Each eligible agency that receives an allotment under section 111 shall annually prepare and submit to the Secretary a report regarding—</u></p> <p><u>(I) the progress of the State in achieving the State determined levels of performance on the core indicators of performance; and</u></p> <p><u>(II) the actual levels of performance for all CTE concentrators, and for each of the subgroups of students, as described in section 1111(h)(1)(C)(ii) of the Elementary and Secondary Education Act of 1965, and special populations, as described in section 3(48).; Perkins Act §113(b)(3)(C)</u></p> <p><u>(48) Special populations.—The term “special populations” means—</u></p> <p><u>(A) individuals with disabilities;</u></p> <p><u>(B) individuals from economically disadvantaged families, including low-income youth and adults;</u></p> <p><u>(C) individuals preparing for non-traditional fields;</u></p> <p><u>(D) single parents, including single pregnant women;</u></p> <p><u>(E) out-of-workforce individuals;</u></p> <p><u>(F) English learners;</u></p> <p><u>(G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a);</u></p> <p><u>(H) youth who are in, or have aged out of, the foster care system; and</u></p> <p><u>(I) youth with a parent who—</u></p> <p><u>(i) is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and</u></p> <p><u>(ii) is on active duty (as such term is defined in section 101(d)(1) of such title). Perkins Act §(3)(48)</u></p> <p>I do not agree with 3P1. Numbers are too low. Response: The percentages indicated used historical data to set a baseline. The postsecondary measure 3P1 looks at the number and percentage of nontraditional students, based on gender, enrolled in nontraditional programs, based on the National Alliance for Partnerships in Equity nontraditional Occupations Crosswalk (<a href="#">click here for website</a>). Programs are considered nontraditional by gender if the employment market data indicates that occupations employ less than 25% of men or women. These levels may need to be adjusted once the new nontraditional occupations crosswalk is available.</p> <p>This model makes sense to me</p>
IS1	<p>Four - Year Graduation Rate</p> <p>Wasn't sure if I missed it or if it is only the SAT' scores that count for a secondary performance level? I'm not sure that CTE courses have enough of an impact on reading, math, and/or science performance to be held accountable for student proficiency, particularly considering that they have completed more than 75% of their graduation requirements prior to enrolling in CTE.</p> <p>Response: Perkins accountability uses the Elementary and Secondary Education Act (ESEA)/Every Student Succeeds Act (ESSA) data indicators for the CTE academic measures as prescribed by the Perkins Act.</p> <p><u>Alignment of performance indicators.—In developing core indicators of performance under subparagraphs (A) and (B), an eligible agency shall, to the greatest extent possible, align the indicators so</u></p>

that substantially similar information gathered for other State and Federal programs, or for any other purpose, may be used to meet the requirements of this section. Perkins Act §113(b)(2)(C)

I would also suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program. "

Response:

This comment was addressed above in the overall comment section.

As an educational leader there has been little work done to present this information to sending principals. There should be some networking done with the Maine Principals' Association.

Response:

As part of the required consultation process of Perkins V, Maine has invited members of this group the Perkins V Stakeholder meetings. Additional communications and connections will be made and continued throughout Perkins V. (see pages 16, 23-25, 36, and Appendix E – Consolidated Local Needs Assessment)

Why are you making your Secondary reading, math and science indicators so low? CTE students will be expected to perform better in their jobs and need these skills. Revise them. The same with "nontraditional program enrollment". Make it a goal for CTE students to go for an industry recognized credential. This ties in with post-secondary performance levels. Make the stakes higher.

Response:

Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year. All programs are mandated by state law to be aligned to national industry standards and the majority of the programs already offer industry recognized credentials as part of the curriculum. Raising the indicator levels to "higher stakes" and making them unattainable will result in improvement plans which could force targeting funds towards measure which are unattainable and have an unforeseen negative impact for local schools. This work is being done through the Maine CTE local Perkins application plans and not through data indicators

I fail to understand why the secondary CTE standards are all academic related and the post secondary indicators are industry standards. A significant measure of secondary CTE is industry standards (3rd party) and dual enrolled college credits earned. I strongly believe Maine CTE should be largely judged on our ability to deliver both of these or (A Credential of Value)

Response:

The secondary standards, as prescribed in the Act and noted above, are aligned to the ESEA/ESSA performance measures. The work of industry standards and dual enrollment are being addressed in Maine CTE through the local application process and not through these data indicators.

The link provided for the Secondary CTE Performance Indicators gives only performance level charts-- where are the indicators?

Response:

The PDFs included within the Performance Indicator charts includes the definition and calculation of each performance indicator. The connection to the Perkins law can be found in §113 of the Perkins Act and pages 32-36 of the Guide for Submission of State Plans issued by the Office of Career and Technical and Adult Education. This document can be found on the MDOE CTE website page.

2S1

Academic Proficiency in Reading/Language Arts

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

	<p>Response: This was addressed in 1S1 - These measures are aligned to the ESEA/ESSA performance indicators as prescribed in the Perkins Act.</p> <p>I think the levels are too low. We should expect CTE students to have higher levels of science proficiency. These numbers are very low.</p> <p>Response: This was addressed in 1S1 - Indicator levels were determined using historical data to develop a baseline. These measures are aligned to the ESEA/ESSA performance indicators and test students in the spring of their junior year.</p>
3S1	<p>Post-Secondary Placement</p> <p>I would also suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: This was address in the Overall Section above. The definition of postsecondary placement is prescribed in the Perkins Act.</p> <p>Not everyone will go to college.</p> <p>Response: Educating students to be both career and college ready is the goal not only of Perkins but CTE in general.</p> <p>These numbers are good.</p>
4S1	<p>Non-Traditional Program Enrollment</p> <p>These numbers are ridiculously low. The percentage of students going for a certificate of value should exceed these percentages.</p> <p>Response: As noted above for 3P1 – the postsecondary nontraditional indicator, the percentages indicated used historical data to set a baseline. The secondary measure 4S1 looks at the number and percentage of nontraditional students, based on gender, enrolled in nontraditional programs, based on the National Alliance for Partnerships in Equity nontraditional Occupations Crosswalk (<a href="#">click here for website</a>). Programs are considered nontraditional by gender if the employment market data indicates that occupations employ less than 25% of men or women. These levels may need to be adjusted once the new nontraditional occupations crosswalk is available.</p>
5S2	<p>Program Quality - Attained Post Secondary Credits</p> <p>Please see my initial comment. I support this but believe 3rd party attainment is equally or even more important.</p> <p>Response: Using dual enrollment credit obtainment for program quality does reduce the emphasis of 3<sup>rd</sup> party credential attainment within Perkins. The Maine State Board of Education selected dual enrollment credit for this measure as it most closely aligns with their strategic priority to increase the alignment between secondary and postsecondary CTE.</p>
Post-Sec Overall	<p>I would suggest broadening the definition of post-secondary placement to include paid employment in a field related to the high school CTE course of study. In recent years, we have seen an uptick in the number of students that gain employment directly out of high school through our internship program.</p> <p>Response: This was address in the Overall Section above. The definition of postsecondary placement is prescribed in the Perkins Act.</p> <p>I would like to see more performance indicators, something in the area of post-secondary employment in the filed a student studied. And a component of performance in supporting EL students in earning a certification.</p>

	<p>Response: This was address in the Overall Section above.</p> <p>I do not agree with 3P1. Numbers are too low.</p> <p>Response: This was more fully addressed in the Overall Section above. The percentages indicated used historical data to set a baseline.</p> <p>This model makes sense to me</p>
3P1	Non-traditional Program Concentration
	<p>Percentages are too low.</p> <p>Response: This was more fully addressed in the Overall Section above. The percentages indicated used historical data to set a baseline.</p>

## Appendix P – State Plan Public Comment Survey

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

### Introduction

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

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

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

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

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

A copy of the State Plan can be found at:

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

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

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

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

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

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

C. Fiscal Responsibility (pp. 53-58)

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

Overall Feedback

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

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

Please mail completed survey to:

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

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

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

<p><b>A. Plan Development and Consultation (pp. 12-17)</b></p>	<p>This state needs to do more to make it EASIER NOT HARDER to give CTE what they need to be successful.....starting by LISTENING TO CTE TEACHERS NOT ADMINISTRATORS feedback....we are the ones in the trenches. ....</p> <p><b>Response:</b>            The Perkins V State Plan and attached Appendices document the process by which the Maine Department of Education and the Maine State Board of Education provided opportunity for public comment and input. This plan was developed around the seven key areas of concern gathered through this public input. This comment appears to go beyond the scope of the Perkins V State Plan process. The Maine Department of Education is always accessible via multiple forms of communication.</p>
<p><b>B. Program Administration and Implementation (pp. 17-52)</b></p>	<p>This state needs to do more to make it EASIER NOT HARDER to give CTE what they need to be successful.....starting by LISTENING TO CTE TEACHERS NOT ADMINISTRATORS feedback....we are the ones in the trenches. ....</p> <p>There needs to be feedback from local businesses....for DOE to adopt flexibility in different geographical locations.</p>



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

## Appendix Q – State Plan Public Hearing Documentation

Public Hearing Introduction

January 9, 2020

Room 103 A and B

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

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

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

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

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

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

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

David W. Keaton Director

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

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

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

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

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

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

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

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

George Dykstra, Education Director, Maine Automobile Dealers Association

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

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

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

Wilson Hess, Chairman of the State Board of Education

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