

Consolidated Annual Report, Program Year 2013 - 2014

Maine

Step 3: Use of Funds: Part B

1. During the reporting year, how did your state assess the career and technical education programs funded under Perkins IV?

A position is partially paid with Leadership funds for secondary school reviews. In addition other funds were used to assist in the thorough review of CTE programs.

Secondary: In order to receive Perkins IV funds, schools must participate in either a New England Association of Schools and Colleges (NEASC) or a Maine Department of Education (MDOE) comprehensive school review (CSR). Maine currently has 23 CTE schools participating in the MDOE CSR and only 4 CTE schools that are NEASC accredited. Many schools have dropped the NEASC accreditation due to the cost of membership and the cost saving benefits of the on-site MDOE-CTE visits.

MDOE has developed a self-study and site review process that reviews schools on a new 6year cycle:

6Year Full site visit - a comprehensive review of CTE programs and school-wide standards by a visiting team of 9-15 members.

3Year Mid site visit – a review of the status of recommendations made during the 6Year site visit to articulate additional recommendations as preparation for the next decennial review.

Key components of the Comprehensive School Review process include: An orientation of the review process presented to the school by MDOE consultants;

A school self-study the year prior to the decennial review; and a 3.5day site visit to the school for the review itself. The visiting team, consisting of MDOE consultants and instructors/administrators from other Maine CTE schools, review programs, curriculum (including rigor, academic integration, and post-secondary articulation), instruction, assessment, equipment, facilities, school climate, and community involvement. A final written report provided to the school with commendations and recommendations.

Schools that choose to be reviewed using the MDOE review process are required to provide two teachers per year to participate as members of the visiting team in the review of other CTE schools. Schools opting for accreditation by NEASC do so with the understanding that an MDOE CTE consultant must be included as a member of the visiting team and that a copy of the final report be submitted to the MDOE.

Local Plan: Each year there is an in-depth review of each local plan, including a financial review, before any money is allocated. The local plans must meet all elements of a checklist that have been developed for plan reviews. In addition, an annual desk audit is required. Maine has a web-based application and reporting system for the local education agencies for the submission of local plans and the website is structured so that progress reports are linked to the local plan's proposed expenditure of funds. Maine has also developed a web-based grant reimbursement system. MDOE requires that each school develop a program evaluation tool to review all CTE programs within the local school on an annual basis.

Program Proposal Review: All new secondary CTE program proposals go through an intensive application review process and approval prior to implementation. Programs must meet the elements of MDOE Regulation 232, Standard Criteria for Maine Secondary Vocational Education Programs, before they are approved. MDOE Regulation Chapter 232 is scheduled to be rewritten and approved by Maine State Legislature in an upcoming legislative session. Recent new programs that have been developed and approved are: Tech Ten Basic Exploratory, Region 10; Business Administration and Management, Calais; Commercial Drivers License (CDL), Caribou, EMT, Region2, CTE Exploratory Program, Mexico, Fire Science, Naples; Fire Science, Sanford.

Review by Program Advisory Committees: Each program within a school must have a Program Advisory Committee (PAC). With the development of the Perkins IV State plan, Maine now requires the following of its Program Advisory Committees: meet at least twice annually; membership must include teachers, business and industry partners, secondary and post-secondary constituents, students and other interested stakeholders; review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the successes or failures of each program; review current program assessments to ensure that the technical skills required for the program are assessed and have a third party assessment; conduct a comprehensive examination of the standards guiding the programs and the assessments to be used to determine technical skill attainment (national skills standards, state standards, or locally developed standards); review the program using a locally developed common evaluation tool and develop or review a plan to move the program to nationally recognized technical skills, standards and assessments where they exist or state certifications/licensure.

Secondary Special Populations: Education for high skill, high wage and high demand occupations for special population students continues to be important to Maine's CTE Centers and Regions. The Maine DOE CTE Team provides review, information, assistance and compliance through the State Departments' Comprehensive School Review and the Methods of Administration On-Site Review that is performed as a collaborative process with the centers and regions on a periodic basis. This effort is supplemented further by the integration of the Special Populations Section of the Perkins Application and by reviewing and consulting with the schools in goal setting, best practices and accommodations.

Postsecondary:

Each program of the MCCS is reviewed utilizing a common assessment tool developed by the Academic Deans to serve all colleges. In conjunction with the Deans, Program Advisory Committees and Department Chairs gather information annually on student success and preparedness. By policy, their findings are presented on a five-year cycle to the MCCS Board of Trustees. In addition, many programs with individual accreditation have additional review requirements at more frequent intervals.

2. During the reporting year, how did your state develop, approve, or expand the use of technology in career and technical education?

Perkins Leadership funds are used at the State level support a position that is the first contact for all aspects of CTE and a portion of a position for Nontraditional and Special Population students. Leadership funds are also used to provide professional development to the CTE field.

Secondary:

MDOE works with Maine's Women, Work and Community to offer Totally Trades programs to CTE students. Through this program students were given the opportunity to use video technology to create their own video showing students in nontraditional fields. The Totally Trades workshops brought in technology from CTE programs so students could see and touch the equipment used in the field. This equipment includes: heavy machinery, fire trucks and firefighting equipment, law enforcement vehicles and equipment, skill trades equipment, and much more.

MDOE provides online resources from the past Math in CTE training to provide teachers and administrators with resources they need to promote STEM learning across all CTE programs.

In addition each of the secondary programs is required to have a program advisory committee. These committees annually review the technology and equipment needs for each program. Each school is required to participate in a school wide review using either NEASC or the state review process. An important component in these reviews is verifying that the equipment and technology needs of the program are current. Local Maine businesses generously provide some of the equipment and technology for our programs. CTE programs in Maine have chosen a National Standard for their skill area and must adhere to the required equipment and technology for program certification. Programs are allowed to use Perkins dollars to keep their programs certification ready. The federal equipment guidelines are adhered to as a condition for Perkins funding. Maine is still exploring an Essential Programs and Services (EPS) funding formula for CTE and it is yet to be implemented; equipment costs and national program certification costs are considered in the funding formula.

Locals also use Perkins funds for acquiring and updating technology and equipment. In FY 13-14 over 60% of all Perkins dollars sent to the locals was used to upgrade or purchase new technology and equipment. The significant increase is tied to the selection of industry recognized standards and the required upgrades for those standards.

Postsecondary:

In their annual reviews of MCCS programs, Program Advisory Committees determine whether up-to-date technology is being used. Through Perkins funding and other state and local sources, programs are able to purchase updated equipment to maintain labs. In the 2013-2014 academic year, the following programs at the various MCCS colleges acquired new technology using Perkins funds: Architectural and Civil Engineering, Automotive Technology, Cabinetmaking and Fine Woodworking, Computer Technology, Construction Technology, Culinary Arts, Early Childhood, Electrical Technology, Electromechanical Technology, Emergency Medical Services, Graphic Communications, Heating, Air Conditioning, Refrigeration, and Plumbing, Horticulture, Marine Science, Medical Assisting, Medical Radiography, Nursing, Occupational Therapy Assisting, Precision Machining/Manufacturing, Respiratory Therapy, and Welding.

3. During the reporting year, what professional development programs did your state offer, including providing comprehensive professional development (including initial teacher preparation) for career and technical education teachers, faculty, administrators, and career guidance and academic counselors at the secondary and postsecondary levels? On what topics?

Perkins Leadership funds are used at the State level support a position that reviews professional development for both the local grants and MDOE and in addition a position that is the first contact for all aspects of CTE. Leadership funds were also used to send a State level position to National FFA meetings, to provide OSHA statewide training, and Literacy workshops. Other funds were used to provide additional professional development as needed.

Secondary

The National FFA meetings are attended by a State level position and the information is then shared with the agriculture teachers and staff in Maine's CTE Agriculture programs. These Maine CTE agriculture teachers/staff meet for professional development on a monthly basis. Through this professional development, they are kept updated on rules and regulations related to FFA and on funding and other opportunities available to them and their students through the agricultural industry and through FFA.

MDOE and MCATE offered state wide literacy training opportunities to teachers and to directors at the MACTE meetings as well as two state wide workshops offered to teachers. The workshop offered literacy strategies as well as information on the integration of the Maine academic standards with the CTE national standards.

The state directors' organization, Maine Administrators of Career and Technical Education (MACTE), assisted by the CTE Team in MDOE, hosts program area updates (Technology updates) twice a year so that teachers have the opportunity to collaborate, discuss alignment of curriculum with industry recognized standards and credentials, and remain current in their fields. Most teachers have implemented the components of national standards that are appropriate for high school students. This is now systemic and has been codified by the Legislature so the state, MACTE and CTE teachers identified national standards where available in each CTE content area to bring uniformity to the standards that are taught.

Promising Practices Statewide initiative: Maine CTE schools were invited to participate in an initiative to identify, support, and disseminate information about promising programs and approaches that improve literacy, rigor and relevance in CTE courses. These promising practices continued to be documented and made available on the <http://www.maine.gov/doe/cte/index.html> website.

Numeracy: Maine DOE provided as a numeracy resource a web-based compilation of mathematics-CTE related lessons developed during two years of the Math-in-CTE program, as well as referral to resources developed in other states. The Math-in-CTE program was developed by the National Research Council for Career and Technical Education (NRCCTE). Since 2008, Maine has sent seven math teachers, eight CTE teachers, one high school principal, and three CTE directors to introductory trainings on Math-in-CTE. These participants became Maine's original Math-in-CTE planning committee and provided four teacher leaders who worked under the mentorship of an NRCCTE consultant to deliver trainings. During two years of implementation, over 60 mathematics and CTE teachers were trained in this model. Maine also hopes to investigate the utility of other, less professional development-intensive measures of enhancing mathematics/numeracy education in CTE.

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MDOE provides ongoing professional development opportunities on the use of the Maine Grant System online site. As this site can be cumbersome many hours are spent training CTE Directors and their staff on the best way to navigate the system.

MDOE sets up OSHA training for CTE teachers. Over the year instructors traveled from around the state to participate in OSHA training. All attending CTE instructors completed courses to become, or be re-certified as, OSHA "Authorized Trainers". These instructors are now able to provide OSHA training to CTE students in their classrooms, centers and regions. The potential cost savings of this authorized trainers program is considerable. If all students receiving the cards are eventually employed by businesses that require OSHA cards, and those businesses were to pay wages and the cost of the training, the same students could cost the industry hundreds of thousands of dollars.

Professional Development activities in Maine for Career and Technical educators during 2013 and 2014, for both instructors and administrators, were accomplished via a wide-range of meetings, trainings, institutes, conferences, courses, webinars, and workshops at the Local, State, and National levels. A partial list of these activities is as follows:

Professional Development: July, 2013-June, 2014

ACTE National Conference ACTE Best Practices and Innovations Conference Agriculture-National FFA Convention Agriculture in the Classroom, Agriculture Trade Show Agriculture-Plant System Standards Validation Workshop Brustein & Manasevit Perkins Federal Compliance Meeting Conferences: NACTEI, NASDCTEc, National Career Clusters Institute, National CTE Policy Seminar Courses and degrees for pre-service or in-service CTE administrators and instructors offered at: The University of New England (MA), Husson University (BA), and Eastern Maine Community College (AA)

Annual Craft Fair-Associated Building Contractors (ABC) CTE Comprehensive 5 and 10 Year School Reviews and Pre-visits (State Perkins monitoring) CTE Facilities and Safety Training for School Directors CTE New Instructor Orientation (Boot Camp) UTC and Eastern Maine Community College CTE Team Meetings (monthly) CTECs Community of Practice, and Board Meetings CTECs Horticulture Assessment Development meeting Career and Technical Education Consortium of States (CTECS) Conference Data Quality Institute (DQI) DECA, and SkillsUSA State Competitions, and Judging FFA Student and Instructor State-wide Trainings (multiple), State Convention and National Convention Maine CTE State-wide Conference for all instructors and administrators Maine Administrators of Career and Technical Education (MACTE) Meetings (monthly various sites and Tandberg deoconference) Maine Safety Conference and Safety Works OSHA inspections Maine State Board of Education meetings (multiple) MDOE Learning Systems Team (multiple) Maine Superintendents Conference Methods of Administration Reviews, compliance with Federal Civil Rights Legislation New England Secondary School Consortium Convention OSHA Safety Certification for CTE Instructors, 10 Hour and 30 Hour (multiple) The Safety & Health Council of Northern New England: Seminars, Tradeshows, Conference Tech Centers that Work Conference (SREB) Technology Group Meetings in all Clusters and Pathways for National Industry Standards Assessments (state-wide) Totally Trades Non-Traditional conference (various locations state-wide) Webinars: NASDCTEc, NRCCTE, Perkins Consolidated Annual Report WebEx (multiple) Workshops: Civil Rights Compliance (multiple), Literacy

Postsecondary:

The continual professional development of the MCCS CTE faculty and staff is critical in assuring consistent student success. During the 2013-2014 academic year, CTE faculty and staff from each of the MCCS colleges participated in a variety of development activities relevant to their technical areas of expertise. The following is a sampling of these activities, varying by college: workshops offered during the faculty professional days preceding each semester; training on instructional technologies and advising practices, both in the classroom and online for CTE faculty, including vendor-provided training on the Mimaki Curable Printer for CMCC's Graphic Communications faculty, IT-led training to KVCC CTE faculty on the college's course management systems, training of SMCC CTE faculty on an updated My Maine Guide portal application, and safety and wellness training for WCCC's CTE faculty. CTE faculty also participated in continuing education opportunities leading to further industry and academic credentials in Automotive Technology, Construction, Electrical, Health Information Technology, Medical Assisting, Precision Manufacturing, Sustainable Agriculture, and more.

4. During the reporting year, how did your state provide preparation for non-traditional fields in current and emerging professions, and other activities that expose students, including special populations, to high skill, high wage occupations?

Perkins Leadership funds are used at the State level are used for a portion of a position for support of CTE Nontraditional and Special Population students.

Secondary: The goal of education for high skill, high wage and high demand occupations through non-traditional programming is a high priority in the State of Maine and for our CTE centers and regions. Through an interactive process of reviewing the Non-Traditional Section of Perkins Grant Application, the CTE team is able to project and map out the needs of the centers and regions. This information informs our technical assistance efforts for schools in the areas of:

(1) regional technology and trades workshops and follow-up activities for prospective non-traditional students, (2) technical assistance through a needs assessment process administered by the State-wide Women, Work and Community organization, to include as-needed program development activities, and (3) recruitment and retention workshops for centers, regions and school districts.

Maine CTE has also continued to encourage the development of Exploratory Learning Programs for its 9th and 10th grade population which provides an excellent opportunity for students to sample many different non-traditional pursuits.

Maine's gender equity coordinator has been funded and retained since the inception of the Perkins Act, even though this is no longer a requirement. This position, the Special Populations Coordinator, also serves as the team leader for the Methods of Administration On-Site Review described above, which is one of the tools used to foster gender equity in Maine schools.

Postsecondary:

The MCCS continues to encourage students to pursue and complete non-traditional programs in preparation for high skill/high wage occupations. Where we have experienced difficulty in the past and implemented improvement initiatives, we are seeing progress. However, male participation and completion in non-traditional programs still lags, primarily due to the lower wage potential of many traditionally female occupations.

The following are several of the activities offered at MCCS colleges in an attempt to attract students to nontraditional programs (activities vary by college): Development of materials promoting gender equity choices and highlighting successful alumni; sponsorship of gender equity clubs, such as Women in Technology; hosting outreach activities with state agencies, like Women Work and Community, and Women Unlimited; coordination of open forums and discussion groups on the topic of nontraditional occupations; increasing direct advising of nontraditional students by both professional and faculty advisors; focusing recruitment efforts on nontraditional students enrolled at secondary CTEs; and hosting hands-on experiences for secondary students in nontraditional CTE programs.

In addition, as a result of the improvement plan implemented in the 2012-2013 academic year and continuing currently, the following strategies exist to assist both men and women succeed through the completion of their nontraditional programs: developing methods, materials, and partnerships aimed at introducing students to nontraditional occupational opportunities; identifying students academically at-risk early in the semester and connecting them with a variety of support services; establishing relationships and agreements with industry and 4-year institutions to provide internships and transfer articulations encouraging program completion; and increasing flexibility in scheduling to acknowledge the complex lives of students. This work is initiated by the Gender Equity Coordinators on each campus and overseen by their direct supervisors and reviewed and reported on by the Perkins Grant Coordinators to the MCCS Perkins Grant Manager.

5. During the reporting year, how did your state provide support for programs for special populations that lead to high skill, high wage and high demand occupations?

A position is partially paid with Leadership funds for MOA reviews. In addition, other funds were used to provide more support in this area.

Secondary: Education for high skill, high wage and high demand occupations for special population students continues to be important to Maine's CTE Centers and Regions. The Maine DOE CTE Team has helped foster this development through a series of initiatives:

Providing review, information, assistance and compliance through the State Departments' Comprehensive School Review and the Methods of Administration On-Site Review that is performed as a collaborative process with the centers and regions on a periodic basis. This effort is supplemented further by the integration of the Special Populations Section of the Perkins Application and by reviewing and consulting with the schools in goal setting, best practices and accommodations.

The strong relationships with the Maine Department of Labor-Division of Vocational Rehabilitation and the Maine Department of Special Services (Special Education) has provided program assistance in the areas of career planning through the transition section of the Individual Education Plan and job skill development with community agencies and employers.

Providing targeted work to assist technical centers and partner high schools in addressing the need for a more timely and comprehensive enrollment goal setting and planning for the students with special needs.

Postsecondary:

Students in special populations are provided with an equal opportunity to pursue programs leading to high skill, high wage, high demand occupations. Support for such students is provided using Perkins and other funding, including, but not limited to the following: assistive technologies, career and placement services, childcare and transportation assistance, English as a second language courses, faculty and staff training, interpreters, smaller class sizes for remedial and intensive course work, TRIO programming, tutoring and study labs, and Women in Technology programs.

Students are encouraged to self-identify and advocate for themselves, learning of opportunities for additional support through program promotion, orientation activities, and advising. The colleges also coordinate with sending agencies and schools, including Career and Technical Regions and Centers, high school guidance offices, Vocational Rehabilitation, Workforce Development, the Department of Human Services, and the Veterans Administration. Based on Perkins IV definitions, 62% of CTE concentrators and 63% of CTE participants enrolled in the Fall of 2013 identified themselves as belonging to one or more special populations groups. The vast majority of these fall into the economically disadvantaged category. All identified students received appropriate services.

6. During the reporting year, how did your state offer technical assistance for eligible recipients?

Leadership funds were used to pay for a support position to provide Perkins technical assistance and portion of a position for school reviews. Other funds are used, where needed, to assure the schools and colleges receive all technical assistance they need.

The support position is the first contact for CTE administrators, teachers, and staff for technical assistance for Perkins. This position provides online assistance for the Perkins grant, the financial reimbursement system, OSHA trainings, Math in CTE, and all other areas of CTE.

The school reviews cover all aspects of the CTE schools and programs. Administrators, teachers, and staff have the opportunity for face-to-face, email, and phone assistance with all aspects of their CTE programs. The 4-day site visit by a team, consisting of MDOE consultants and instructors/administrators from other Maine CTE schools, review programs, curriculum (including rigor, academic integration, and post-secondary articulation), instruction, assessment, equipment, facilities, school climate, and community involvement. At the end of the review, the school is provided with a report of the recommendations found during the review process. Schools receive on-going State level technical assistance to assure the recommendations are met within a timely manner.

The Maine DOE provides technical assistance to eligible recipients in a variety of ways. Each consultant is assigned as liaison to three-four CTE schools and attends program advisory meetings as requested; attends region/center advisory meetings as requested; provides assistance as schools develop their local plan; provides guidance and assistance as schools and programs align with national standards; provides guidance and assistance as schools develop new programs; provides guidance and assistance as schools prepare for their Comprehensive School Review; and reviews local plans and assists schools in appropriate changes/modifications

Technical assistance is continuously provided to the local CTE schools on the use of the online grant management and reimbursement systems. Without this ongoing training the local schools would have additional burden in trying to use the online systems.

The CTE consultants meet monthly with the CTE Director to provide direction and guidance on the work taking place at schools and if needed plans are developed to offer support. In addition, each liaison is familiar with the school and its needs as the local online grant application is completed and reviewed at mid-year and at year end.

Postsecondary:

The MCCS System Office, in collaboration with the MDOE, provides technical assistance to each of the MCCS colleges with regard to all aspects of the Perkins grant. Annual local plans and progress reports are entered into an online system for review and guidance. The online grant management system is continuously reviewed for accuracy and ease of use. The System Office also collects student level data from each college, with the Perkins Grant Manager providing the necessary support to assure accurate and complete data collection.

7. Serving individuals in state institutions

Part I: State Correctional Institutions

Amount of Perkins funds used for CTE programs in state correctional institutions:

52355

Number of students participating in Perkins CTE programs in state correctional institutions:

20

Describe the CTE services and activities carried out in state correctional institutions.

Maine continued to utilize 1% of the Perkins State Leadership funds for State Correctional institutions. The funds were used to support the development of CTE programs of study at Maine's correctional facilities for youth. Teachers focus on safety training and basic vocational skills. No certificates are awarded as students do not complete an entire program in any pre-vocational areas. They do complete specific topics that would be part of a CTE course curriculum in the areas of small engines, building trades, and culinary arts. The Perkins funds were used to lease a computer for a CAD program, tools and a ventilation hood for the building trades program, equipment for a new culinary lab, and a contract with Women Unlimited to provide three trainings for NCCER certifications.

Part II: State Institutions Serving Individuals with Disabilities

Amount of Perkins funds used for CTE programs in state institutions serving individuals with disabilities:

0

Number of students participating of Perkins CTE programs in institutions serving individuals with disabilities:

0

Describe the CTE services and activities carried out in institutions serving individuals with disabilities.

No funds are spent.

8. During the reporting year, did your state use Perkins funds to support public charter schools operating career and technical education programs?

No

9. During the reporting year, did your state use Perkins funds to support family and consumer sciences programs?

No

10. During the reporting year, did your state use Perkins funds to award incentive grants to eligible recipients for exemplary performance or for use for innovative initiatives under Sec. 135(c)(19) of Perkins IV?

No

11. During the reporting year, did your state use Perkins funds to provide career and technical education programs for adults and school dropouts to complete their secondary school education?

No

13P. During the reporting year, did your state use Perkins funds to provide assistance to individuals who have participated in Perkins assisted services and activities in continuing their education or training or finding appropriate jobs?

No