

Consolidated Annual Report, Program Year 2013 - 2014

Maine

Step 3: Use of Funds: Part C

1. During the reporting year, how did your state provide support for career and technical education programs that improve the academic and career and technical skills of students through the integration of academics with career and technical education?

Leadership funds were used to pay for positions at the State level to provide workshops and in addition, other funds were used to increase the amount of support provided in this area.

Career and Technical Education Mentor Training: MDOE CTE staff and MACTE continued to provide opportunities for teachers to learn about literacy strategies through the highly-successful CTE Literacy Mentor Network which was supported by consultants from Public Consulting Group's (PCG's) Center for Resource Management (CRM). Mentors were trained in content area literacy strategies, developed examples related to their specific CTE areas, and practiced co-facilitating professional development with colleagues using literacy workshop facilitation guides. Teachers who had been previously trained as mentors were provided the opportunity to take their own learning to a deeper level with the goal of embedding the strategies in their day-to-day teaching. The outcome has been a network of literacy mentors who are teaching other teachers how to use before/during/after reading, writing, and vocabulary development strategies within their CTE classes and have developed additional CTE examples of applications for the CTE literacy facilitation guide. We are currently in the process of developing another literacy initiative which will incorporate the new Common Core standards within our curriculums and provide additional training on literacy strategies within the classroom.

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 has posted online lessons developed under two years of implementation of the Math-in-CTE program, as well as guiding users on where to find lessons developed by 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. During two years of full-scale implementation, Maine trained over 60 mathematics and CTE teachers in the hands-on Math-in-CTE model.

Postsecondary:

All MCCS CTE Associate Degrees and most Certificate programs include a combination of both academic and technical content, providing the CTE student with a well-rounded educational experience, as mandated by MCCS policy and NEASC accreditation standards. MCCS policy dictates that approximately one-third of all Associate in Applied Science programs and one-half of the Associate in Science programs are comprised of general education courses. Faculty teaching liberal arts courses confer regularly with CTE faculty to assure that students are developing the appropriate skills to succeed both academically and in their chosen technical field. Advisors, both within the faculty and the administration, assist students in navigating all aspects of their programs and in seeking help as necessary. Ultimately, it is each college's goal to graduate students who can be considered well educated.

2. During the reporting year, how did your state support partnerships among local educational agencies, institutions of higher education, adult education providers, and, as appropriate, other entities, such as employers, labor organizations, intermediaries, parents, and local partnerships, to enable students to achieve state academic standards, and career and technical skills.

A position at the State level is paid with Leadership funds to facilitate partnerships. In addition, other funds were used to provide increased support in this area.

Secondary

Secondary Partnerships with Industry

Secondary: The following partnerships and activities support the ongoing collaboration between MDOE-CTE and industry.

PAC reviewed current curriculum(s)

Articulation agreements

Enhanced Articulation Agreements and Programs of Study on file

Apprenticeship

Collaboration between several local region and MDOL to assist the CTE Region in becoming SHAPE awarded.

Collaboration with OSHA Region One OTC to secure discounted price for training courses.

CTE is actively engaged in STEM partnerships within the CTE framework

CTE is an active member of the Maine Manufacturers Association Education Committee

CTE is an active member of the new Robotics Institute of Maine

CTE is lead department in expanding industry related safety and OSHA training for CTE instructors

Exploring expanding pre-apprenticeship opportunities

PAC Membership(s) includes teachers, business/industry partners, secondary/postsecondary constituents, students and other interested stakeholders

Minutes on file for each PAC meeting On file;

Live Work Policies been reviewed/updated;

Expiration Date Program(s) create a plan for moving towards national standards and/or a Industry Recognized Credential Program(s) nationally aligned

Require that each CTE school have contact with MDOL Pre-apprenticeship program representative each school year Industry Collaboration and make students aware of Pre-apprenticeship opportunities

Secondary Program Advisory Committees

Secondary Program Advisory Committees meet annually

Maine currently has 10 secondary cooperative education CTE programs and satellite programs.

Collaboration between several local region and MDOL to assist the CTE Region in becoming SHAPE awarded. Collaboration with OSHA Region One OTC to secure discounted price for training courses. CTE is an active member of the Maine Manufacturers Association Education Committee. CTE is lead department in expanding industry related safety and OSHA training for CTE instructors. On file; Live Work Policies been reviewed/updated; Expiration Date Programs create a plan for moving towards national standards and/or an Industry Recognized Credential Programs nationally aligned Require that each CTE school have contact with MDOL Pre-apprenticeship program representative each school year Industry Collaboration and make students aware of Pre-apprenticeship opportunities

Programs of Study Status in the State of Maine

In the State of Maine there are 27 Regions or Centers and one K-12 school which offer Career and Technical Education programs at the secondary level. Programs of Study delineate a seamless link between rigorous secondary academics, CTE programs at the Centers and Regions, and post-secondary pathways at the seven Maine community college campuses. All CTE centers and regions are required to submit at least one Program of Study and are encouraged to develop and submit as many as possible. All schools are now required to have at least 20% of programs in Programs of Study. The following is a breakdown of the types of CTE programs that are represented in the submitted and approved Programs of Study: Accounting, Automotive Collision Repair, Automotive Technology, Computer Electronics, Computer Technology, Building Construction Technology, Culinary Arts, Business Administration, Digital Graphics, Drafting, Early Childhood Education, Electrical Technology, Emergency Services, Health Occupations, Machine Tool Technology, Medical Careers, Outdoor Resources, Welding. The complete list by Center or Region is as follows:

Maine Programs of Study Submissions FY 2013-2014 Nigel

CTE Center or Region; Programs of Study (current); Number of POS; Secondary Partners; Post-secondary Partners

- 1 Bath RVC: Automotive Technology, Carpentry Two Boothbay, Lincoln Academy, Morse, Wiscasset CMCC
- 2 Biddeford RCT: Accounting, Architectural Design (Drafting), Business Administration, Medical Assisting
Four Biddeford, Kennebunk, Old Orchard Beach, Thornton Academy YCCC
- 3 Capital Area TC: Culinary Arts, Machine Tool, Plumbing & Heating Three Cony, Erskine, Gardiner,
Hall-Dale, Maranacook, Monmouth. Richmond, Winthrop KVCC, SMCC
- 4 Caribou RATC: Computer Electronics, Residential Construction, Welding Three Ashland, Caribou, Easton, Fort
Fairfield, Limestone, Presque Isle, Washburn NMCC
- 5 Coastal Washington Cnty: Culinary Arts One Machias, Narraguagus, Jonesport-Beals WCCC
- 6 Foster Tech Center: Automotive Technology, Building Construction, Computer Technology, Graphic
Communications, Four Mt. Abram, Mt. Blue, Rangely Lakes, Spruce Mt., CMCC
- 7 Hancock County TC: Law Enforcement, Media Communications Two Bucksport, Deer Isle-Stonington,
Ellsworth, Mount Desert Isle, Narraguagus, Sumner Beal College, New England School of Communications
- 8 Lake Reg. VC: Law Enforcement (2) Two Frye Academy, Lake Region, Sacoppe Valley SMCC, CMCC
- 9 Lewiston RTC: Accounting (w Technology), Business Management, Carpentry/Bldg. Trades, Information
Technology, Law Enforcement Five Edward Little, Leavitt, Lewiston, Lisbon, Oak Hill, Poland CMCC
- 10 Mid-Maine TC: Automotive Collision Repair Automotive Technology Construction Technology (2)
Culinary Arts (2) Digital Graphics Early Childhood Education Electrical Technology Emergency Services
Information Technology Precision Machining* (2) Thirteen* (three with multiples) Lawrence, Messalonskee,
Waterville, Winslow CMCC, EMCC, KVCC, NMCC
- 11 MSAD 24, Van Buren: Accounting, Certified Nursing Asst., Machine Tool Three Van Buren HS NMCC
- 12 PATHS-Portland: Auto Technology, Carpentry/Construction Technology, Welding Three Cape Elizabeth,
Casco Bay, Deering, Falmouth, Gray-New Gloucester, Greely, Portland, S. Portland, Yarmouth SMCC, EMCC
- 13 Presque Isle RTC: Business Technology (& Accounting Systems); Early Childhood Education Two Ashland,
Caribou, Presque Isle, Washburn, Fort Fairfield, Limestone, Mars Hill, Easton, NMCC
- 14 Reg. 2, S Aroostook: Early Childhood Ed; Law Enforcement* (2); Welding Three* (Four w multiples) East
Grand, Hodgdon, Houlton, Katahdin Beal College
- 15 Reg. 3, N Penobscot: Building Construction Technology One Mattanawacook, PVHS, Schenck, Stearns
EMCC
- 16 Reg. 4, UTC: Business Management, Carpentry, Electrical, Three Bangor, Brewer, Central, Hampden,
Hermon, Old Town, Orono EMCC

- 17 Reg. 7, Waldo Cnty.: Computer Technology, Health Services, Welding, Three Bucksport, Belfast, Mountain View, Searsport Beal College, KVCC
- 18 Reg. 8, Mid-Coast: Automotive Technology (two at diff. CCs) Culinary Arts (*Baking; three at diff. CCs) Firefighting/EMT Graphic Arts* (two at diff. CCs) Health Occupations Machine Tool (Four at different CCs) Residential Construction (two at diff. CCs) Welding (two at different CCs) Seventeen* (six w multiples) Camden Hills, Isleboro, Medomak, North Haven, Oceanside, Vinalhaven CMCC, EMCC, KVCC, SMCC
- 19 Reg. 9, Mexico: Automotive Technology, Computer Technology, Construction Technology, Medical Assistant, Precision Machining Five Dirigo, Mountain Valley, Telstar CMCC, SMCC
- 20 Reg. 10, Brunswick: Auto Collision, Auto Technology, Commercial Art, Culinary Arts/FT, Early Childhood, Health Occs., Welding Seven Brunswick, Freeport, Mt Ararat, CMCC, NMCC, SMCC
- 21 Reg. 11 Oxford Hills: Building Const., Computer Technology, Culinary Arts, Graphic Design, Graphic and Printing Technology, Law Enforcement Six Oxford Hills, Buckfield CMCC
- 22 Sanford RVC: Culinary Arts, Residential Wiring Two Marshwood, Massabesic, Noble, Sanford HS, Traip, Wells, York SMCC
- 23 Somerset CTC: Outdoor Resources One Carrabec HS, Madison HS, MCI-Pittsfield, Skowhegan HS, Upper Kennebec Valley HS WCCC
- 24 St Croix RTC: Automotive Technology, Building Trades, Certified Nursing Assistant, Commercial Truck Driving, Culinary Arts, Early Childhood, Welding Seven Calais, Shead, Woodland WCCC
- 25 St John Valley TC: Automotive Technology, Early Childhood Two Fort Kent, Madawaska, Wisdom WCCC; NMCC
- 26 Tri-County TC: Auto Technology, Computer Systems Repair, Culinary Arts, Health Occs. Four Dexter, Foxcroft, Greenville, Nokomis, Penquis CMCC, SMCC
- 27 Westbrook RVC: Automotive Technology, Culinary Arts, Electrical Three Bonny Eagle, Gorham, Scarborough, Westbrook, Windham CMCC, NMCC, SMCC

Postsecondary:

Each of the colleges of the MCCS has established and continues to cultivate relationships with educational and employment partners assuring that programs meet students where they are as incoming CTE students and follow a path to successful completion of course work and credentials. Perkins funding allows for some of the following student success initiatives: academic advising, tutoring, career and transfer counseling, childcare and transportation assistance, and educational assessment.

In addition, the Maine State Perkins Plan includes a requirement for each college to connect with the Maine Department of Labor to seek out and promote apprenticeships, as well as having an increasing number of Programs of Study in place between the colleges and secondary CTE centers.

Of the 8,167 CTE concentrators in 2012, 6,523 (80%) either graduated or remained in higher education. 4,377 of those students retained were enrolled in the same institution from Fall 2012 to Fall 2013, with 635 transferring to another institution, either within the MCCS or not. Of the 1,349 non-transferring graduates, 1266 were employed based on a data match conducted by the Maine Department of Labor.

3. During the reporting year, did your state use Perkins funds to improve career guidance and academic counseling programs?

Yes

Leadership funds were used to send the state director and several of the CTE staff to a workshop to learn about academic integration within the CTE standards. The workshop was offered by the College Board in New York city Additional funds were also used to provide students to both academic and career guidance.

Secondary: All Maine high school students have access to a guidance counselor for career and academic counseling at their home school. The CTE directors and student services/guidance personnel have frequent contact with these people. Partner sending school guidance staff often meet as members of the CTE center/region advisory committee.

The CTE Essential Programs and Service (EPS) funding formula due to be implemented in the future includes the allocation of funds for one guidance counselor/student services coordinator per 250 students. With eighteen of our twenty-seven schools enrolling more than 250 this means these schools will receive a State allocation for guidance/student services.

Postsecondary: The colleges within the MCCC continue to improve advising services to assist students through their academic careers and into the workforce. Several of the colleges have professional advisors available year-round, in addition to faculty advisors, with whom students meet regularly throughout the academic year.

4. During the reporting year, did your state use Perkins funds to establish agreements, including articulation agreements, between secondary school and postsecondary career and technical education programs to provide postsecondary education and training opportunities for students?

Yes

Leadership funds provide funding for a position at the State level to facilitate agreements between secondary and postsecondary and training opportunities for CTE students. In addition other Perkins funds and other local funds are used at both the secondary and postsecondary levels to promote this work.

Secondary

The secondary CTE centers/regions and Community College campuses are jointly responsible for developing and executing Articulation Agreements. Secondary and postsecondary faculties are partnering to identify competencies a student will need to successfully transition into the professional/technical program(s) being articulated. Secondary and postsecondary faculties will agree upon competencies to be examined for the courses to be articulated. They will jointly develop an Articulation Agreement listing the student requirements needed to achieve the articulated credits. Maine has three types of articulation agreements: dual, escrow, and enhanced articulation. The schools are required to have a designated percentage of their programs articulated and three enhanced articulations during the 5 year grant period. The State also requires that a contact/position be identified by the individual postsecondary Community Colleges and the individual secondary CTE schools to be responsible for the facilitation, record keeping, and reporting on Articulation, and Program of Study Agreements.

IMPLEMENTATION DATE % OF PROGRAMS THAT MUST BE ARTICULATED

July 1, 2009	10%
July 1, 2010	20%
July 1, 2011	30%
July 1, 2012	40%
July 1, 2013	50%

State-wide (Enhanced) Articulation in the State of Maine

Two Enhanced Articulation agreements between the participating Centers and Regions and the Maine Community College System, have been developed since 2009. The first was Culinary Arts, which has been renewed after the initial 3 year agreement. The second, Electrical Technology, was proposed by MACTE and finalized in June 2012. Students who complete the basic requirements outlined in these agreements are eligible to receive anywhere from 3-6 credits depending on which Maine community college they attend for completion of the articulated programs. According the State CTE plan a third State-wide Articulation is due to be developed and executed during this Perkins grant cycle. The new agreement will be for Precision Machining. It is anticipated that this agreement will be finalized during FY '15. Additionally a change in the articulation language from "Enhanced" to statewide articulation and the move away from escrow credits to credit award on enrollment has been proposed by MCCS and accepted by MDOE and incorporated in the agreement language.

Postsecondary:

The Maine State Perkins five-year plan includes articulation agreements as an integral piece, with requirements to establish and maintain individual college to CTE center articulations and programs of study, as well as system-wide enhanced articulation agreements. Each college has staff focused on articulation, making connections between college faculty and CTE programs. Programs of study are initiated at the secondary level, with postsecondary review by department chairs, academic deans, and college presidents. Enhanced articulation agreements exist at a state-wide level, drafted and maintained by the MDOE and MCCS. Work has begun on a more streamlined, student-friendly iteration of a state-wide agreement that ties third-party assessments taken by secondary CTE students directly to postsecondary credit. The hope is to remove barriers to the award of college credit, while providing consistent, reliable assurance that students have attained the associated skills.

5. During the reporting year, did your state use Perkins funds to support initiatives to facilitate the transition of sub baccalaureate career and technical education students into baccalaureate programs?

No

The colleges of the MCCS work closely with the University of Maine System and other four year colleges in Maine and beyond to articulate MCCS CTE programs with their baccalaureate programs. Most articulation agreements guarantee junior (third year) standing at their transfer institution.

6. During the reporting year, did your state use Perkins funds to support career and technical student organizations?

Yes

Perkins Leadership funds were used to support student activities in Leadership conferences of CTSOs, and local funds are used to offer support through stipends for faculty to be advisors for CTSO student activities.

Secondary:

Every secondary CTE school is required to offer students the opportunity to participate in a student leadership organization. Most of our schools participate in the National Career and Technical Student Organizations, FFA, FCCLA, HOSA, DECA, SkillsUSA and FBLA. Several schools offer more than one of these leadership groups to their students.

Perkins leadership funds are used to grant each organization \$2,000 to use for leadership activities. The CTE state consultants provide technical assistance, leadership training and judging at the state competitions.

Postsecondary:

Two of the MCCS colleges, SMCC and WCCC, participate in the Career and Technical Student Organization SkillsUSA, training and competing nationally each year. Perkins funding is not currently used for these purposes. In addition, gender equity and CTE student clubs exist on most campuses, some of which are funded in part with Perkins money.

7. During the reporting year, did your state use Perkins funds to support career and technical education programs that offer experience in, and understanding of, all aspects of an industry for which students are preparing to enter?

Yes

Leadership funds pay for positions that works with collaboration and partnerships which help to support CTE schools in their efforts to expose students to all aspects of industry through business and industry connections.

Secondary:

Maine secondary and postsecondary schools expose CTE students to all aspects of industry through: business internships; classroom guest speakers from business and industry; clinical or experiential opportunities as part of the CTE programs; continual enhancement of the CTE programs based on advancements in the field; co-op opportunities; engaged advisory committees; job fairs; and pre- apprenticeship opportunities. The MDOE-CTE field continued the development of mentorship programs to help increase more real life opportunities.

Postsecondary:

It is important to expose students to all aspects of their chosen field while they are still in a position to decide if it's truly their calling and to appropriately prepare them for the workplace. The MCCS colleges do this through a variety of means, including but not limited to: clinical rotations for health science programs, cooperative work experiences, externships, field experiences, field trips to business/industry settings, guest speakers currently working in the field, industry specific assignments, integration of industry based certifications and testing, learning experiences modeling industry standards and practices, credit bearing internships with area employers, and paid, on-the-job training.

8. During the reporting year, did your state use Perkins funds to support partnerships between education and business, or business intermediaries, including cooperative education and adjunct faculty arrangements at the secondary and postsecondary levels?

Yes

Leadership funds pay for positions that works with collaboration and partnerships which help to support CTE schools in their efforts to build relationships with business and industry.

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Secondary Program Advisory Committees

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Postsecondary:

The Maine State Perkins Plan indicates that each postsecondary CTE school receiving Perkins funding be in contact with the Maine Department of Labor apprenticeship program annually. The extension plans also require that increasing numbers of Programs of Study are established between secondary and postsecondary CTE programs. Dual credit articulations often involve approval of secondary CTE faculty as adjuncts. These collaborative efforts help to ensure curricular coordination and non-duplication.

Business partnerships also exist between colleges and industry partners, who sit on program advisory boards to guide curriculum, visit classrooms to interact with students, and participate in career guidance, internship/externship programs, and cooperative education. Colleges have representatives on local workforce investment act boards, and WIA members participate on college boards in an effort to keep informed and connected. The MCCS System's own Center for Career Development keeps up-to-date on emerging industry and expanding companies in the state.

9. During the reporting year, did your state use Perkins funds to support the improvement or development of new career and technical education courses and initiatives, including career clusters, career academies, and distance education?

Yes

Leadership funds provide funding for a position at the State level to facilitate this work. In addition other Perkins funds and other local funds are used at both the secondary and postsecondary levels to promote this work.

New programs: Between July 1, 2013 and June 30, 2014, seven of the twenty-seven Maine CTE schools submitted seven proposals for new programs. In developing a new program proposal, schools were asked to indicate what national standards they wish to align the curriculum with, what industry credential students have the opportunity to earn, and whether the new program is supported by the local community. In addition schools were asked to indicate the post-secondary articulation and/or dual enrollment agreements available or will be pursued and Programs of Study available. Schools provided labor market statistics and were encouraged to consider new and emerging technologies. Maine has developed a framework which organizes its programs around career clusters. All of the CTE programs are categorized by the Classification of Instructional Program (CIP) codes. The schools offer a variety of Trade and Industry programs in the traditional CTE classroom and community setting.

Exploratory Programs: An exploratory CTE program is one that offers a student the opportunity to explore at least four programs at the CTE region/center. The exploratory program is a component of a sequence of courses of the related specific CTE programs that are offered for exploration. These programs are typically offered to students in grades 9 and 10 in preparation for entry into a full CTE program at grade 11. One CTE school have submitted new exploratory program applications and these should be included in next year's report.

Postsecondary:

Improving and expanding CTE programs to meet the needs of students, industry, and the state of Maine is a priority of the colleges of the MCCS. Both physical and virtual expansion is happening for many of the colleges' programs in an effort to reach as many residents as possible.

10. During the reporting year, did your state use Perkins funds to provide activities to support entrepreneurship education and training?

No

11. During the reporting year, did your state use Perkins funds to improve the recruitment and retention of career and technical education teachers, faculty, administrators, or career guidance and academic counselors, and the transition to teaching from business and industry, including small business?

Yes

Leadership funds provide funding for a position at the State level to assist with this work. In addition other funds are used at both the secondary and postsecondary levels to promote this work. A new CTE certification law was passed which also required several members of the CTE team to participate in the facilitation and implementation of the new requirements.

Secondary: The Maine Department of Education requires that all new hires for CTE submit a certification application for conditional certification and a resume of work history. They must also register for and be fingerprinted. The superintendent of schools must submit a Conditional Affidavit for conditional teacher certification which is renewed if the following requirements are met:

First Year:

- * The candidate will have met the requirements for being eligible for a conditional certificate as outlined in Chapter 115
- *The candidate must be hired by a school district and the Certification Office must receive an affidavit of employment before the actual certificate is issued. Once issued, it will be valid for that school year and expire the following July 1st.
- * During the school year (and no later than August 31st) the candidate must meet the following requirements
- * Take the “teaching the exceptional student in the regular classroom” course
- * Take and pass the Praxis I exam
- * Complete the required “Boot Camp” either before the start of the school year or prior to the start of the second year of teaching (this must be a 3 credit course)

Second Year:

- *The candidate will need to complete all renewal application requirements (return completed renewal application signed by the local support system chairperson, documentation of year #1 requirements being met, a new affidavit of employment for the new school year, etc.)
- * During the school year (and no later than August 31st) the candidate must meet the following requirements:
- * Complete 6 credits (during this year) from remaining required coursework

Third Year:

- * The candidate will need to complete all renewal application requirements (return completed renewal application signed by the local support system chairperson, documentation of year #2 requirements being met, a new affidavit of employment for the new school year, etc.)
- * During the school year (and no later than August 31st) the candidate must meet the following requirements:
- * Complete all remaining required coursework (from total requirement of 12 credits, not including “teaching the exceptional student in the regular classroom” course nor “Boot Camp”)
- * Provide/obtain industry-related credential in the teaching area or take and pass an industry-related examination in the teaching area. If neither of these exists, the teacher must take the Praxis II content knowledge exam approved for CTE teachers.

Additionally, the applicants must hold a valid Maine certificate or license as required by State law or rule to practice the craft or trade to be taught. All new CTE instructors must meet a five year recency requirement in occupational experience. Finally CTE teachers also must meet minimum education attainment requirements and have paid employment hours, between 4000 and 8000, depending on the educational level, in the occupational program to be taught. A number of changes in the certification requirements have been proposed for CTE instructors and been forwarded to the State Board of Education and ultimately to the State Legislature. Maine is currently working to make changes to these requirements for CTE instructors.

Postsecondary:

The colleges of the MCCS use a variety of methods to recruit career and technical faculty, including, but not limited to newspaper and online advertisements, professional and academic journals, and through industry relationships and associations. As a rule, CTE faculty at the community colleges often enter teaching through the expertise they have gained in business and industry, rather than coming through academic channels. Development of teaching skills takes place on the job, via credit course work, non-credit trainings, peer to peer assistance/mentoring/review, and regular faculty development workshops.

12. During the reporting year, did your state use Perkins funds to support occupational and employment information resources?

No