

GUIDELINES AND FORMAT FOR PREPARING AND SUBMITTING A PROGRAM PROPOSAL

Each item identifies information required when requesting approval to offer an occupational course using vocational education funds. **Bold font indicates approval guidance not in original Rule Chapter 232. (JTS 8/14/03)**

1. NAME OF LOCAL EDUCATION AGENCY SUBMITTING PROPOSAL

- A. Title of proposed program/course
- B. CIP Number (**Always call to confer with MDOE Curriculum Coordinator as CIP codes are changing**)

II. JUSTIFICATION FOR OFFERING THE COURSE/PROGRAM

- A. Employment opportunities
 - 1. Local survey (interpret and summarize the results)
 - 2. Federal/State statistics (conclusions drawn)
- B. Student needs
 - 1. Occupational preference survey (interpret and-summarize the results) **Surveys typically ask students to rate their interest in at least three different programs not yet offered by the center**
 - 2. Students to be served (**grade levels, qualifications, special pops, etc.**)

III. ORGANIZATION OF COURSE/PROGRAM

- A. General Requirements
 - 1. Application must indicate compliance with this document and the following (**Specifically state [assure us] you will comply with the following:**)
 - Public Laws and DE regulations as stated In
 - a. P.L. 95-524 (Cart Perkins Vocational Education Act)
 - b. Title 20-A MRSA and DE implementing rules Chapter 125 and 127 of the Education Reform Act

- 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) (Appendix D and Appendix E)
 - d. P.L. 94-142 (Special Education)
 - e. Other subsequent or applicable acts
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
 3. Proposals must reflect compliance (**assure that you will comply with**) with all applicable safety laws and regulations.
 4. Facilities must be in accordance with (**assure that you will comply with**) State Board of Education School Building Construction Rules
- B. Length of course - number of weeks/number of hours/periods per week; total number of hours or core competencies equivalent
Account for structure of multi-year programs.
 - C. Grade placement of enrollees
 - D. Number to be served **per section, per grade level**
 - E. Description of curriculum content including local minimum core competencies and State curriculum guidelines (**assure that you will align your curriculum with the statewide technical program standard (and, if appropriate, a related industry standard)**)
 - F. Student organizations to be offered

IV. PROGRAM PLANNING

- A. Who was involved?

B. Local endorsements including approval dates

1. School Board(s) or Cooperative Board
2. Center Advisory Committee
3. Program Advisory Committee
4. Other

V. FACILITIES

A. Description of facilities needed or to be used

B. Compliance with School Building Construction Rules (**Assurance**)

C. Accessibility (**Assurance**)

VI. EQUIPMENT

A. List major equipment

1. to be purchased
2. to be utilized (source)

VII. TOTAL EQUIPMENT AND OPERATING COSTS

A. Equipment

B. Estimate total annual operating cost

1. Salaries and fringe benefits
2. Supplies
3. Maintenance
4. Equipment rental
5. Texts and instructional materials
6. Staff development and training
7. other

VIII. QUALIFICATIONS NEEDED BY THE TEACHER

- A. Licensing and Certification requirements
 - 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.

IX. CRITERIA TO BE USED FOR THE SELECTION OF ENROLLEES

(See the Guidelines for Screening in Appendix H)

X. PROGRAM ADVISORY COMMITTEE

- A. List names and organizations represented
- B. List dates of meetings and summarize results
- C. Describe how the Advisory Committee will be used in the future

APPENDIX H

GUIDELINES FOR THE SCREENING OF STUDENTS INTO SECONDARY SCHOOL VOCATIONAL PROGRAMS

The following uniform minimal guidelines for admission have been developed to be consistent with the philosophy and goals of vocational education. The guidelines include:

- A. Criteria for Selection - these items are identified as significant categories in considering whether a vocational course adequately meets the needs of the student and whether the student meets the requirements for a vocational program.
 - 1. Student must be in compliance with applicable secondary school vocational education laws relative to admission.
 - 2. Student interest and need for the program selected should be established and documented.

3. Post performance through student records should be considered, specialty related courses which might have a bearing on success in the vocational program.
4. A recommendation should be required from appropriate sending and receiving school personnel.
5. Student should display positive attitude, ambition, and a willingness to work.
6. Unexcused absences in attendance should be considered as a strong factor.
7. Aptitude and interest tests should be considered.
8. Any program prerequisite should not be used as a criteria for excluding males, females or special needs students from attending vocational education programs.
9. Student should possess the potential to perform skills associated with the program chosen.
10. Final selection of students should be a combined effort between the local school administrative unit and the center/region for special needs students. This combined effort is a result of the P.E.T. process.

B. Suggested Process for Admission

1. A general orientation should be provided for all grade 10 students and grade 11 students who are interested in one year programs.
2. Individual interview or small group conference should be conducted for the student by the sending school personnel.
3. A student visitation of the vocational facility should be made to observe a program(s) of interest.
4. The student should meet with vocational personnel for mutual assessment purposes.
5. The student should complete an application for admittance.

C. Employing the Quota System - the guidelines indicate that each sending school be provided with a number of placements. These

placements are proportional to the number of grade 10 students in their school:

1. A systematic allocation of available placements shall be distributed to all sending schools.
2. A waiting List for over subscribed programs shall be established.
3. A system for reallocation of placements in programs not filled when the program commences shall be established.
4. Preferential consideration should be given to those students who were unable to gain admittance to an over subscribed program.
5. in selecting students for admission, consideration should be given to enrolling females, males, and special needs students in numbers consistent with the general school population to ensure equal representation.