

## **Attachment W – Skill Attainment**

### **CHANGES MADE ON THE PERKINS IV PLAN NARRATIVE FROM STATE BOARD PRELIMINARY TO FINAL PRESENTATION.**

#### **National skill accountability pertaining to standards and assessments, defined.**

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,
  - A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
  
- Maine’s Comprehensive School Review process for career and technical programs
  - The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.
  
- The local Program Advisory Committee program review.
  - 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).
  - Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure. Program advisory committees are now required to review the plan and the skill attainment assessments of each program.
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#### **ii. Promote continuous improvement in technical skill attainment**

Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine will explore a process to update State standards in program areas for which there are no national standards. 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.

The data from the national or third party technical skill assessment is reported to the Maine Department of Education by each school on the EFV 116 in the summer after the students leave the program in the reporting year.

Should the program not have a National of third party technical skill assessment the students who complete at least 80% of the standards guiding the State approved program and leave secondary education during the reporting year will be reported to the Maine Department of Education on the EFV 116.

Student opportunities for the demonstration of CTE technical skill attainment will be evaluated through:

- The CTE program approval process,
- Maine's Comprehensive School Review process for career and technical programs
- The local Program Advisory Committee program review.

All CTE programs must go through a program approval process and be approved before they are eligible for state subsidy or federal funding. There are many components to the process including instructional practices, safety evaluation and other educational requirements. A component within this process will be identifying which standards will be used to guide the program and which assessments were used to determine technical skill attainment. The applicants will also have to provide a plan to advance the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine has developed a Comprehensive School Review process which evaluates and ensures continuous school improvement. The Secondary CTE Comprehensive School Review process is built on 11 standards which schools use to engage in a self-study process. Maine Department of Education CTE staff affirm the self-study in a 4-day on site visit using a process of interviews and review of documentation. A report on the site visit is made available to the school, along with a 2-year and a 5-year follow-up. The review will include a comprehensive examination of the standards guiding the programs, the assessments to be used to determine technical skill attainment and the plan developed to advance the program the program to nationally recognized standards and assessments where they exist or state certifications/licensure.

Maine will increase the requirements for the local program advisory committees (PAC). This will encourage and promote stronger ties between the CTE training programs and industry. As a condition of Perkins funding secondary PACs must adhere to the following guidelines:

- PAC meets at least annually- with a suggestion to meet during each semester.
- Membership must include teachers, business and industry partners, secondary and postsecondary constituents, students and other interested stakeholders
- Review current curriculum, suggest and approve changes to curriculum and course offerings and provide feedback on the success or failures of each program
- 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).
- Develop or review a plan to move the program to nationally recognized technical skills standards and assessments where they exist or state certifications/licensure.

**Page 35-same language change**

## **Technical Skill Attainment**

**Carl Perkins Performance Measure(s)**

**Secondary:**

**2S1 Technical Skill Attainment**

**(Technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.)**

### **Postsecondary**

#### **1P1 Technical Skill Attainment**

**(Technical skill assessments that are aligned with industry-recognized standards, if available and appropriate, during the reporting year.)**

Equipment acquisition, teacher certification and new program start up will help to keep Maine CTE current with industry needs and national skill standards. As CTE teachers align curriculum with nationally recognized skills standards, there will be the requirement in many of the skills areas that the programs meet certification standards and that the teachers are certified in their program area and certified to teach and assess the standards. This presents concerns for directors and advisory boards of Maine's CTE schools, as the costs of equipment to meet program certification requirements and the cost of supporting an instructor in achieving industry certification may be a burden on the school. With this in mind, Maine CTE will continue the discussions and seek ways to support the certification of programs and teachers in industry skills standards.

#### National and State defined skills standards

It is a goal for CTE in Maine to have all CTE students in Maine working toward National and/or State defined skills standards. To accomplish this goal Maine will:

- Research and discuss secondary program specific Nationally Recognized Technical Skill (NRTS) standards and certification
- Identify the National and State defined skills standards in both secondary and postsecondary CTE program areas
- Certify teachers and programs to teach national skill standards
- Research/develop/adopt secondary and postsecondary technical skills assessment
- Develop and implement a plan to meet the federally recognized assessment standards for both secondary and postsecondary CTE education

#### Skill assessments

During the Maine Perkins five-year State Plan, the Maine Administrators of Career and Technical Education (MACTE) and the Maine Department of Education CTE team will determine appropriate technical skill standards and assessments for secondary CTE students. Maine is moving toward implementing national standards for all CTE programs for which there are national standards. Maine will explore a process to update State standards in program areas for which there are no national standards. 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. Discussions will include postsecondary instructors, whenever possible, as most of the standards are too comprehensive to be taught exclusively at the high school level. (SEC. 2. PURPOSE (4))

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- 3. Identify the valid and reliable measurement definitions and approaches that State will use for each of the core indicators of performance and describe how the State’s proposed definitions and measures are valid and reliable.**

**Part C. Accountability Forms**

**I. Student Definitions**

**A. Secondary Level**

<b>CTE Participant:</b> A secondary student who has completed at least 10% of the standards guiding a State approved career and technical education (CTE) program
<b>CTE Concentrator:</b> A secondary student who has completed at least 50% of the standards guiding a State Approved career and technical education program.
<b>CTE Completer:</b> A secondary student who has completed at least 80% of the standards guiding a State approved career and technical education (CTE) program.

**B. Postsecondary/Adult Level**

<b>CTE Participant:</b> A postsecondary/adult student who has earned one (1) or more credits in any CTE program area (both academic and technical skill credits).
<b>CTE Concentrator:</b> A postsecondary/adult student who as of Fall term of the measurement year: (1) completes at least 12 academic or CTE credits within a single program area sequence that is comprised of 12 or more academic and technical credits and terminates in the award of an industry-recognized credential, a certificate, or a degree; or (2) completes a short-term CTE program sequence of less than 12 credit units that terminates in an industry-recognized credential, a certificate, or a degree.

CARS measurement definitions are included in the FAUPL which is attached.

The national tests that Maine uses to identify academic achievement at the secondary level have been reviewed for validity and reliability by the vendors of the national tests. The SAT/Maine Initiative, which

every 11<sup>th</sup> grade student is required to take, was reviewed for alignment with Maine's learning standards, the "Learning Results-Parameters for Essential Instruction".

Some of Maine's secondary and postsecondary CTE programs are aligned with nationally recognized skills standards.

The secondary technical skills assessments used by the organizations that offer national skill tests also have been reviewed for validity and reliability, as have the NOCTI tests. Should Maine identify other skill assessments, the validity and reliability of those will be established.

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