

## CONSOLIDATED ANNUAL REPORT 2005-2006

### I. State Administration

#### A. Sole State Agency Governance Structure

The State Board of Education is the eligible agency which has jurisdiction over Career and Technical Education programs in Maine. It has designated the Career and Technical Education (CTE) Team, a sub-team under the Federal Program Services Team as the staff for administering the programs under the Perkins III Act. The CTE team is comprised of the State Director for Career and Technical Education, eight consultants (there is currently one vacancy), and four support staff. The staff has oversight of the programs and reviews local applications and performance reports, including those from the Maine Community College System. The CTE staff also provides technical assistance to the field and each professional staff member acts as a liaison to three of the local secondary CTE schools. The CTE Team also works with the Standards, Assessment and Regional Services Team (the group that provides assistance to high schools with regard to their academic standards). See Appendix A for organizational chart.

Postsecondary programs operate under the aegis of the Maine Community College System's Office of Federal Programs. The Community College System is the grantee for postsecondary Perkins funds.

#### B. Organization of Vocational and Technical Education Programs

Vocational education is available to all secondary students in Maine through a statewide network of twenty-seven CTE centers and regions. The major difference between the centers and regions is their governance. The CTE centers are governed by the local school board while the regions are governed by a cooperative board comprised of superintendents and school board members from the sending districts.

The state has not organized its programs around career clusters. However, it continues to utilize the career pathways that were developed during the School-To-Work Opportunities era. All of the CTE programs are categorized by the Classification of Instructional Program (CIP) codes which make it easy to assign them to cluster areas. The schools offer a variety of Trade and Industry programs in the traditional CTE classroom and community setting. There are many articulation agreements for all of these programs which allow students to receive college credit for part of their high school CTE experience. These can lead to direct entry into the work force, a technical certificate from a community college, or an associate degree.

Some of the community colleges have begun to develop early college programs instead of articulation agreements. This seems to have more value for the student in that the credits earned are more easily transferred among campuses and institutions. It is anticipated that there will be more early college programs in the future because Maine's Pre-K-16 Task Force has made this as a recommendation.

Maine also offers a variety of Tech Prep programs which are 2+2 programs—last two years of high school and two years of community college. Maine offers three ProPrep programs, one each in Agribusiness, Pulp and Paper Technology and Biotechnology. These three programs provide a seamless pathway from high school CTE to community college to university and lead, ultimately, to a baccalaureate degree. It is our hope that the call for programs of study under Perkins IV will lead to additional ProPrep programs.

High school students are able to enter a pre-apprenticeship program which is a program that is approved by the Maine State Apprenticeship and Training Council and can lead to a registered apprenticeship, often with the same employer. Maine is transitioning its cooperative education programs to pre-apprenticeship since the pre-apprenticeship programs have national standards and provide more rigorous skill training.

Maine has been working diligently to infuse rigorous academics that align with the Maine Learning Results into its CTE programs. For the past three years Maine has put a strong focus on teaching literacy in the CTE content areas and there has been much activity in terms of professional development as detailed in section II.A. Maine's CTE Strategic Vision Implementation Plan calls for a focus on literacy for the upcoming year, as well.

## **II. State Leadership Activities**

### **A. Required Use of Funds**

- **Assessment of programs**

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 has been developed for plan reviews. In addition there is a desk audit that is required annually for all schools, including CTE schools. Maine has developed a web-based application and reporting system for the local education agencies and the web site is structured so that progress reports are linked to the local plan's proposed expenditure of funds.

CTE consultants from the department are assigned three to four schools each and are liaisons between the department and the schools. They have ongoing connections with the schools and programs in their service areas.

Maine has begun conducting in-depth school reviews. This is a four-day process where a team of state consultants and field people review a CTE school. The team looks at programs, curriculum, equipment, facilities, school climate, community involvement, etc. The state is in the first round of the in-depth decennial site reviews and this year will institute a five year mini-review cycle for every school.

- Developing, improving, or expanding the use of technology in CTE.**  
 Maine has a statewide ATM (asynchronous transfer mode) network which allows real time interaction among four sites simultaneously. The ATM system connects all high schools and community colleges. That provides the opportunity for sharing teachers, courses and programs among schools all across the state. It also provides the opportunity for statewide meetings while minimizing travel. Keeping current with the technology specific to each career field is expensive so many schools rely on their business partners to assist with that either through on-site work experience or equipment donations.
- Professional Development**  
 Maine has had school-based learning teams in place for several years. These are groups of teachers from different CTE schools who work with educators from the University of Maine to improve curriculum, instruction and assessment techniques and strategies. They then go back to their schools and work with their faculties to pass on the new learning.

In terms of initial teacher preparation, the University of Southern Maine's School of Science and Applied Technology provides a two-week "how to" course in the summer for new teachers. This is followed by courses that run each semester and are held around the state and on Saturdays for ease of access for teachers. The CTE director has met with the dean of the school to review offerings and identify new course areas to meet the needs of CTE teachers in light of the CTE Strategic Vision.

The state directors' organization, Maine Administrators of Career and Technical Education (MACTE), assisted by the CTE Team in the Maine Department of Education (MDOE), hosts tech updates so that teachers have the opportunity for collaboration and for keeping up with new technologies in their respective fields.

There will be ongoing professional development in teaching literacy in the content areas. See below.

- Support for vocational programs that improve the academic and vocational and technical skills of students through the integration of academics with vocational and technical education**  
 In 2004 Maine developed a strategic plan for CTE. (See the Consolidated Report for 2003-2004.) One of the Vision Areas that was developed was the integration of CTE and academics. Maine is also a recipient of a National Governors Association grant for high school reform and is part of the Successful Schools Network which is overseen by the International Center for Leadership in Education. In addition, Maine's Governor appointed a PK-16 Task Force which has worked for two years to develop recommendations on a seamless system of education PK-16. Those recommendations have been made and implementation has begun.

For the past two years the MACTE has set literacy as a priority for professional development. CTE directors in many schools have instituted testing for the lexile levels of their students and their textbooks and have worked with their students to increase literacy levels.

Through the NGA grant the CTE Team worked with two consultants to assist CTE teachers with developing lessons to teach literacy in the content areas. Thirteen teachers from half of the CTE schools were trained as literacy mentors. Teacher guides were developed and given to ALL CTE schools to provide templates for teaching literacy in the CTE content areas. In addition there were three statewide workshops for CTE teachers, one during the summer and two in the fall, where teachers were given strategies for teaching literacy. These sessions were very well attended and there is a great deal of interest in the next round of mentor training. Those teachers who took part in the mentor training and the workshops have noticed the benefit of implementing the literacy strategies. Their students are learning more quickly and retaining information much more effectively.

The consultants also identified models and promising practices in literacy, academic integration, and coaching in nine CTE schools (one-third of Maine's CTE schools). These promising practices were showcased during the CTE statewide professional development conference in October 2006. The sessions were filled to overflowing. Due to the overwhelming interest in these practices, there will be regional "how-to" sessions in May of 2007 for interested teachers as well as follow-up with the original nine to help them take the next steps. Following the May events, there will be another call for promising practices. This is planned for the fall of 2007. The models/promising practices are being posted on the CTE web site, [www.schoolswork.org](http://www.schoolswork.org) so that schools that have not been working on these initiatives will have another source for information on "how to."

Maine CTE teachers attend technical updates twice a year to keep current in their fields and most have implemented the components of national standards that are appropriate for high school students. However, this has not been systemic and now the state, MACTE and CTE teachers are working on identifying national standards in each CTE content area to bring uniformity to the standards that are taught.

- **Providing preparation for nontraditional training and employment**  
Maine, unlike many other states, has maintained the position of Sex Equity Coordinator. This position also serves as the Coordinator of Methods of Administration for Civil Rights Compliance in Vocational Education. This review continues to be beneficial for both the Department and the schools. As reported in the 2002 Consolidated Annual Report, the Sex Equity Coordinator worked with The Maine Department of Transportation and Maine Centers for Women, Work and Community to sponsor the first-ever joint meeting of the statewide Coalitions

for Women/Girls in Trades and Technology and the Vocational Technical College Gender Equity Coordinators. The meeting provided an opportunity for all the representative group members to explore ways to coordinate activities more effectively across the state. This was so successful that five events were held in the '04-'05 school year and more than 600 middle and high school students attended. There were three regional "Totally Trades" days for middle and high school students offered again in the '05-'06 year. These are becoming very popular with the girls and are well attended.

- **Supporting partnerships to enable students to achieve State academic standards, and vocational technical skills**

CTE programs are required to have Program Advisory Committees (PAC) comprised of business people from the specific program/trade areas. These committee members are advisory and work with the CTE teacher on an ongoing basis to advise on curriculum and technology. The PAC members often donate equipment and supplies, loan employees to teach specialized techniques, provide access to specialized equipment, mentor students and provide employment opportunities for graduates.

During the '05-'06 school year the CTE schools were asked to partner with their sending school principals, business leaders, community members, local board members and others to develop local action plans that would set a timeline and strategies for working together to increase the academic and skill attainment of all of their students. The plans are due in December and are being received now. These local action plans will be required every year.

Additionally the state is restructuring its high schools and legislation has been submitted that will encourage the integration of high schools and CTE schools, programmatically if not physically.

- **Serving individuals in state institutions**

Maine has elected to continue the 1% funding for corrections. The dollars currently help to fund two adult vocational education programs at the Charleston Correctional Facility as well as an individualized pre-release employment preparation program for women at the Maine Correctional Center in Windham.

- **Support for programs for special populations that lead to high skill, high wage careers**

Maine remains committed to service to special populations. The **State Standards of Service to Students With Special Needs** that were originally developed under Perkins II were revised to comply with Perkins III. They were added to the **Planning Instructions for Local Applications for Assistance** under Perkins III.

All of the recipients of federal and state dollars are required to provide access and equity to **ALL** students in the state. Maine's academic standards also state that all

students will achieve high standards. The standards are the constant and time is the variable.

Schools provide adaptive equipment and accommodations for instruction and testing as needed. Ed techs are available to assist students and Individual Education Plans (IEPs) are prepared for all special needs students.

The gender equity consultant participates on the statewide Committee on Transition and the Resource Training Network and is a member of the Maine Adolescent Transition Partnership. Special populations comprise just under half of the total CTE population and score fairly close to the general population in academic achievement and, with the exception of single parents and displaced homemakers, score above the target for skill attainment.

## **B. Permissible Activities**

The state views technical assistance to the centers and regions as a high priority, both under state administration and under state leadership.

The state continues to support several activities that are now considered “permissible” rather than mandatory. In fact, Maine supports all of the permissible activities listed with the exception of charter schools. There are no charter schools in Maine to date.

*Career Guidance and Counseling*--support for “improvement of career guidance and academic counseling programs that assist students in making informed academic and vocational and technical education decisions” is provided by the state grant to Adult Education. It is through their partnership with the community colleges and the CTE centers and regions that adults receive this assistance.

*Articulation Agreements*-- establishing agreements between secondary and postsecondary programs has been an on-going activity that has yielded many successful agreements in all CTE schools and community colleges. See the TechPrep Maine section of the report. Maine has seen the number of students who graduate from a technical program at the CTE centers and regions and go directly to one of the state’s community colleges increase because of the articulation agreements. Many of these articulation agreements are being converted to early college programs so that students will be able to leave CTE schools with three or more college credits. Those credits are portable. Efforts are underway to expand the early college approach and will be a major focus of the Perkins IV plan.

Representatives from MDOE, the Community College System and the University of Maine System have been meeting to discuss the development of an articulated Entrepreneurship course of study, high school through university. This program is in various stages of implementation at the different campuses. The high school piece is still in the development stage. The Entrepreneurship Committee will be developing

marketing strategies in order to showcase the programs that have articulated their courses. That is the program of work for the next few committee meetings.

*Cooperative Education*—The Cooperative Education (Coop) program database now links with the DOE web-based reporting system. Coop directors continue to work with CTE consultants in the department to upgrade programs to provide more rigor, more academic content and also more connection for students to their individual career goals. To this end the Department of Education is working with the cooperative education coordinators to transition to pre-apprenticeship programs which provide the rigorous content in the skill preparation and offer national standards through state registered programs and apprenticeships.

*Student Organizations*--the support for student organizations is very strong in Maine. The largest student organization in Maine is SKILLS USA. While most of the CTE students participate in SKILLS USA, Maine CTE students are also involved with FFA, HOSA, FCCLA, BEAM, FBLA, and DECA. Often students are enrolled in SKILLS USA as well as one other student organization. Because the CTE team in the Department of Education has fewer staff with more responsibilities than in years past, it has not been possible for the consultants to continue in their roles as staff to those organizations. There are four exceptions to that: FFA which is mandated by state law, HOSA, DECA and FCCLA because there is no other way for those organizations to exist without state assistance. CTE staff does provide technical assistance as time permits to assist the other student organizations.

*Family and Consumer Science*--the state also partially supports a position, one of whose responsibilities it is to provide technical assistance to family and consumer science programs. Since federal legislation was changed and no longer mandates funds for that purpose, there has not been a full time consultant for this group of programs. Family and Consumer Science and Technology Education come under the broad umbrella of CTE but receive no Perkins funding.

### **III. Distribution of Funds and Local Plan for Vocational and Technical Education Programs**

There are twenty-six eligible recipients at the secondary level and one at the postsecondary level. The secondary CTE centers and regions are located throughout the state providing access for all Maine students. Each CTE school serves between three and twenty-three sending schools. Schedules vary depending on the district so students attend half-day, full day, or on block schedules.

CTE centers are schools that are attached to a high school and are governed by the local school board, the same board that governs the high school to which they are attached. CTE regions are stand-alone schools that are governed by a cooperative board comprised of a superintendent and school board member from each of the sending schools.

The postsecondary recipient is the Maine Community College System. It has seven campuses across the state and provides technical education as well as associate of arts degrees. There are also five tech prep consortia comprised of a community college and the CTE schools in its catchment area.

Maine provides vocational education to adults not enrolled in a formal postsecondary program. This is done through programs at the local secondary CTE schools. The programs are funded using about a third of the Perkins Basic State Grant funds, Part C and are located throughout the state.

The application is web based and there is no separate set of instructions. A sample application can be viewed at [www.4pca.maine.org/](http://www.4pca.maine.org/). The login is pinevalley and the password is 78963.

#### **IV. Accountability**

##### **A. State's Overall Performance Results and Program Improvement Strategies**

**State Performance Summary—these results are inclusive of special populations and tech prep students. Maine does not hold these students to different standards.**

**Also note that the populations are so small in some categories that the movement of just a few students in either direction can create wide swings in percentages.**

There has been a decline in enrollment in CTE programs this year as there was last year. This may be the effect of schools adding courses in order for students to meet the state's academic requirements. It will bear watching over the next few years to see if this is a trend. There are hopes that the new graduation requirements will provide for integrated credits and therefore slow down or stop the decline in enrollments in the CTE schools.

1S1—Agreed Upon Baseline Level is 87.45%; actual is 89.17% which is 101.96% of the target and 3.48% higher than last year. All of the disaggregated groups were above 90% of target this year. Increasing rigor in programs and in state academic standards, and focus on literacy also could have an impact on this indicator for all categories.

1S2—Agreed Upon Baseline Level is 85.13%, and the actual is 93.43% which is 109.75% of the target and significantly higher than last year. All categories of students were above the target except “American Indian or Alaskan Native” and that was just 2.37% under the target.

2S1—Agreed Upon Baseline Level is 87.45%, and the actual is 89.17% which is 101.97% of target. See 1S1.

3S1—Agreed Upon Baseline Level is 60.00%, and the actual is 81.04%. That is 135% of the target. This data is not available by school yet, and the state is still working on its student information system to provide that data. There is still difficulty in getting all students to report social security numbers so the job placement could be higher. U.S. DOE will need to resolve the disconnect between the need for this data and the FERPA regulations.

Given the emphasis on postsecondary education, it is possible that the postsecondary attainment percentages will continue to rise while the job placement percentages decline as more students go on to postsecondary education. Maine contracted with the National Student Clearinghouse to conduct a sample test for a five year period for a group of 500 students who completed in 1999.

Of the 503 names searched:

- 38.0% went on to postsecondary education (191 students)
- 45.5% of those actually graduated (87 students)
- 39.8 attended a 2-yr. college
- 60.2 attended a 4-yr. college
- 23.6 went to school outside of Maine
- 76.4% went to school in Maine

Of the students who graduated from 4-year colleges,

- 73.5% of graduates went straight through with no time off
- 26.5% took time off either before going to school or during their college career

Of the students who graduated from 2-year colleges,

- 65.2% of graduates went straight through with no time off
- 34.8% took time off either before going to school or during their college career
- 3.4% of students who graduated went on to graduate school

Note: Some 1999 graduates are still in postsecondary education.

3S2--Not required.

4S1—Agreed Upon Baseline Level is 8.35%, and the actual is 6.05% which is 72.46% of target, a slight downshift in the number from last year. Again, the number of students is small so the addition or subtraction of even one student makes a big difference in the percentages. The number of nontraditional students in the secondary programs has always fluctuated over the years despite the schools' efforts to increase the number of women in the trade areas even though the wages for those skills are so much higher. The actual level of performance for females is 16.74% or 200.45% above the target while the

actual level for males is 1.89% or 22.63% of target. Increases in salaries for some traditionally “female” fields will eventually attract more males.

4S2—Agreed Upon Baseline Level is 11.77%, and the actual is 8.56% which is 72.73% of target. Again, if broken out by gender, the completion rate for females is 21.71% or 184.45% of target and 2.94% for males or 24.98% of target. If we measure completers compared to participants, the completion rate is much higher. It is 56.15%. We will review this indicator prior to reporting for Perkins IV.

### **B. State’s Performance Results for Special Populations and Program Improvement Strategies**

As noted above, the state does not hold special populations to different standards so the program improvement strategies are the same for special populations as they are for the general population.

### **C. Definition of Vocational Concentrator and Tech Prep Students (Same as Previous Year)**

- Vocational Participant—same definition as concentrator
- Vocational Concentrators—high school seniors reported on fall EF-V-116 forms as enrolled in an approved secondary vocational program at an area vocational center.
- Vocational Completer—high school seniors reported on fall EF-V-116 forms as completing over 50% of an approved secondary vocational program at an area vocational center
- Tech Prep Student—high school students reported on fall EF-V-116 forms as enrolled in an approved secondary vocational program at an area vocational center. (Under Perkins III the tech prep programs must meet the same standards of performance as all of the other vocational programs and they are also subject to the same quality criteria and standards of service to special populations. Therefore, there is no substantive basis for differentiating between tech prep and secondary vocational programs so a tech prep student has the same definition as a vocational student.)

### **D. Measurement Approaches and Data Quality Improvement**

1S1—Academic Attainment—high school graduation is the measurement approach. The numerator is the number of high school seniors enrolled in an approved secondary vocational program at each center and region and statewide who are reported as “graduated” on end-of-year EF-V-116 forms. The denominator is the number of high school seniors enrolled in an approved vocational program at each region and center and statewide.

1S2—Technical Attainment—locally approved local standards and assessment system. The numerator is the number of high school seniors

enrolled in an approved secondary vocational program, at each region and center and statewide, who are reported as “Completed 50% or More” or “Completed” on end-of-year EF-V-116 forms. The denominator is the number of high school seniors enrolled in an approved secondary vocational program at each region and center statewide.

2S1—High School Completion. Same as 1S1.

3S1—Secondary Placement--Administrative Record Exchange, State Developed, Locally Administered Surveys, Placement Forms. The numerator is the number of 12<sup>th</sup> grade secondary vocational program participants reported as both 50% or more completers and graduates on end-of-year EF-V-116 forms who enroll in postsecondary education, employment, or advanced training within one year, according to Maine Community College System and Maine Department of Labor records based on social security numbers. (Note: the University of Maine System and U.S. Department of Defense have been deleted from this numerator.) The denominator is the number of 12<sup>th</sup> grade secondary vocational program participants reported as both 50% or more “completers and graduates” on end-of-year EF-V-116 forms at each region and center and statewide.

4S1—Nontraditional Participation--state and local administrative data. The numerator is the number of males and females enrolled in approved secondary vocational programs that are nontraditional for their gender, at each center and region and statewide who are reported on the end-of-year EF-V-116 forms. The denominator is the total number of students enrolled in these programs at each region and center and statewide as reported on the end-of-year EF-V-116 forms.

4S2—Nontraditional Completion—state and local administrative data. The numerator is the number of males and females who are reported on the end-of-year EF-V-116 forms as “Completed” or “Graduated” from approved secondary vocational programs that are nontraditional for their gender at each center and region and statewide. The denominator is the total number of students graduating from these programs at each center and region and statewide as reported on the end-of-year EF-V-116 forms.

### **E. Improvement Strategies**

The Maine Departments of Education and Labor are working together on a data base that should provide placement information for all students, not just for CTE students. In the meantime, CTE will contract with the National Student Clearinghouse to obtain postsecondary placement data. The CTE staff has completed a review of secondary programs’ CIP codes to ensure more accurate reporting by cluster.

Maine has been attending the Data Quality workshops sponsored by OVAE and Maine has a representative on the Next Steps Working Group. CTET staff has met with the Adult Ed staff to revise their data collection forms to include the information needed for the Consolidated Annual Report. This is the first year of reporting disaggregated adult ed data. However, given the changes in Perkins IV, Maine will be establishing new baseline data and new measurement approaches over the course of the transition year.

It should be noted that the FERPA regulations present some difficulties in obtaining complete data. The inability to use social security numbers or student identifiers limits the data gathered and doesn't give a complete picture of where students are. The U.S. DOE needs to take this into account and present options for states.

**V. Monitoring Follow-up**

A team from the Office of Vocational and Adult Education conducted a monitoring visit in July 2006. Maine has not yet received its written monitoring report, however, the exit interview was very positive. There were no findings, several commendations and some suggestions. The Maine CTE team has begun to act on the suggestions, such as addressing the possibility of state level CTE skill testing. The local applications have already been changed to include specific wording on supplanting. Several of the suggestions for postsecondary concerned Tech Prep. Maine has decided to combine the Tech Prep funds into the basic state grant under Perkins IV and will incorporate suggestions as they are applicable.

CONSOLIDATED ANNUAL PERFORMANCE REPORT FOR THE CARL D.  
PERKINS VOCATIONAL AND TECHNICAL EDUCATION ACT OF 1998 FOR THE  
REPORTING YEAR

**2005-2006**

**Maine Community College System**  
Gary F. Crocker, Director of State and Federal Programs

The following report contains the Maine Community College System's (MCCS) Consolidated Annual Performance Report for the use of Carl D. Perkins Funds under the Carl D. Perkins Vocational and Technical Education Act of 1998 for the reporting year July 1, 2005 – June 30, 2006.

The report addresses the MCCS's contributions toward the implementation of the core measures and standards outlined in the State of Maine Five-Year Plan for Vocational and Technical Education for Program Years 2001-2005 for the current reporting year.

### **OVERVIEW OF POST-SECONDARY CORE RELATED ACTIVITIES AND EFFORTS**

A brief description of Maine Community College System core related activities follows.

#### **Overview Summary:**

The State of Maine Department of Education allocates funds to the Maine Community College System to incorporate program services supportive of meeting Maine's priorities for nontraditional training and employment and articulation between secondary and post-secondary skill standards for the 2001-2005 program years. These priorities are outlined in the State Plan, "*21<sup>st</sup> Century Skills for a 21<sup>st</sup> Century Economy*".

In order for the MCCS to assist the State of Maine in reaching its seven basic goals (also outlined within the State of Maine Five-Year Plan) and work toward achievement of established core measures and standards set in the areas of achievement, graduation, placement and equity, MCCS staff uses Perkins funding to support activities primarily in the areas of:

- administrative oversight
- program improvement
- support for special populations
- efforts to increase enrollment and retention in nontraditional programs of study
- support for Tech Prep articulation activities

#### **Impact of administrative leadership efforts:**

The administrative leadership efforts have continued to focus on providing guidance and technical assistance to grant recipients as they work to refine procedures for data collection utilizing existing data and antiquated network software. Although the procedures for tracking individual students have been refined to social security tracking, further support is needed in this area to assure System conformity in reporting methods. In addition, the administrative oversight continues to assure the System meets federal regulations and accountability report deadlines, and increasing the number of articulation agreements available throughout the System have also been of primary focus.

As in each previous program year, the MCCS's funding formula for disbursement of Perkins funds was again reviewed to ensure continued adequate funding for each site. Grant applications were reviewed for submission to the Maine Department of Education.

Mid-year Perkins Project Reports were reviewed to monitor progress toward grant goals in the areas of performance. As a final step in the grant administration process for the year, year-end Perkins Project Reports and budget reports were compiled, reviewed for accuracy and submitted to the Maine Department of Education.

**Impact of program improvement efforts:**

Program improvement is one of the State's basic strategies to achieve success in respect to the core measures outlined in the State Plan. To ensure that the MCCS remains current with industry standards, the System has set a benchmark for 2% of each college's E&G budget to be used to fund professional development activities for employees. This benchmark is part of the MCCS Strategic Plan and the success rate is monitored and reported to the MCCS Board of Trustees on an annual basis.

Proposed activities are reviewed for effectiveness in providing quality opportunities for program improvement and professional development for the Maine Community College System employees. Once completed, the activities and results must then be reported on the year-end Perkins Project Reports submitted to the Maine Department of Education. System initiatives continue to include but are not limited to:

- career and technical faculty and staff collegiate course work and attendance at core related workshops, conferences and meetings
- administrative staff collegiate course work and attendance at core related workshops, conferences and meetings
- system wide professional development opportunities including:
  - Campus-to-Campus Networking Program which allows the colleges to identify and share common challenges. Issues are explored and resolutions developed that can impact programs across the System;
  - The Distinguished Lecture Program enriches the colleges by drawing on a national and international pool of experts to explore current issues and future trends within two-year higher education institutions;
  - The Innovative Studies Program provides an opportunity for employees to design their own research projects on innovative practices taking place at other colleges and organizations around the country and to share their findings with the entire System; and
  - The Dirigo Institute, an annual two-day symposium, brings trustees, administrators, faculty and staff together to explore future policy directions with national and international leaders.
- curriculum research and development in the areas of development and implementation of distance education courses, increased rigor and advanced academic skills
- program research and development in order to meet the skilled workforce needs of business and industry throughout Maine
- articulation agreements between secondary and post-secondary programs of study
- curriculum integration project for Maine's learning results
- technology training and networking for faculty, staff and administration

### **Impact of special population efforts:**

Another of Maine's basic goals under Perkins III is ensuring that career and technical students, including those from special populations, master established academic and skill standards, enroll in, and complete a full program of study at one of Maine's Community Colleges, and make a successful entry into Maine's labor market or transfer on to a four-year college or institution. This goal continues to be supported by the M CCS's commitment to students from special populations. For example, the number of special populations within each college's service territory is calculated as part of the Perkins distribution formula used to determine the amount of funding dispersed to each of the seven colleges within the Maine Community College System. These population numbers are provided by the Maine Department of Human Services based on several identifying indicators including documentation of special needs cases, AFDC recipient numbers, census information and area poverty levels information to assure focus on areas of Maine with the greatest concentration of need.

To further assist the State in meeting this basic goal, the M CCS has established procedures to identify at risk career and technical students from special populations including academically disadvantaged students, economically disadvantaged students and students with special learning disabilities. This reporting year, the M CCS has once again supported the efforts of those students identified as at risk or having any special needs as follows:

- by maintaining academic and developmental study labs at the M CCS colleges
- by employing developmental study lab instructors, career and guidance counselors and peer tutors to provide direction, instruction and counseling services
- by continuing the efforts of the WIB/VR/MH scholarship initiative (37 students served last year)
- by encouraging population self-identification
- by providing career, placement and support services to career and technical students
- by offering in-service training opportunities to M CCS employees who provide instruction or services to career/technical students with disabilities
- by developing and maintaining partnerships with organizations that serve similar populations

Self-identification continues to be encouraged through distribution of informational brochures and extensive orientation activities and workshops. Student self-identification, along with student information from college officials and referral information from state vocational rehabilitation and mental health and retardation agencies, revealed that 521 special service needs were reported by students during 2005-2006. The majority of these students were economically disadvantaged or required some remedial training to meet the acceptance standards of the colleges. All identified students received services.

### **Impact of nontraditional enrollment and completion efforts:**

Providing vocational technical programs that prepare students for nontraditional training and employment in current and emerging high skill, high wage sectors is another basic goal of the Maine State Plan for Vocational Technical Education under the Carl D. Perkins Reauthorization Act of 1998. To assist the State with this goal, the M CCS attempts to increase student enrollment and retention in nontraditional programs by identifying barriers to enrollment and retention and by working with community programs that address gender issues.

To address these issues, the M CCS has established and maintained gender equity projects at its colleges designed to heighten students' awareness of the occupational opportunities existing for both men and women in nontraditional areas, and to provide the support services necessary for students to continue their education through graduation from a two-year program of study. Activities included:

- Women in Technology groups which provide mentors to incoming students and a support network that enables students to persist and complete degree requirements
- "I've Got Power" conference which introduces women to nontraditional occupations
- one-on-one meetings with the college Gender Equity coordinator
- outreach activities in conjunction with area agencies to introduce potential students to the benefits of high-skill, high-wage occupational training and employment
- Tools 'n' Trade workshop in conjunction with area agencies which spotlights high-wage, high-tech careers
- professional development workshops to enhance faculty sensitivity to issues of gender bias

Because child and dependent care issues have been identified as a barrier for students wishing to enroll, the M CCS gender equity projects have provided scholarships to reimburse students for the direct costs of obtaining care providers. Approximately 75 students received funding during the 2005-2006 academic year. The need for childcare is greater than we can provide with this grant. The colleges continue to work on ways to provide more support as students receiving these funds have a higher retention rate for career and technical programs than students without support.

Although the participation rate in the nontraditional information activities was relatively high, M CCS once again did not meet our goal for participation and completion of nontraditional students in nontraditional programs of study. Our reporting reflects the nontraditional programs issued by the Federal Government's nontraditional crosswalk. The state of Maine continues to struggle with displaced workers and a stalled economy, which has produced a population of older students entering Maine's community colleges to receive retraining. The older population of students tends to enroll in programs that are seen as traditional for their gender. In addition the healthcare professions in Maine continue to offer competitive wages which encourages females to stick with the more traditional healthcare programs instead of entering non traditional programs. We have changed our completion rate of nontraditional students to compare non traditional

students enrolled in non traditional programs in fall 2004 (giving them two years to complete a program) to non traditional graduates graduating from a non traditional program in spring 2006. Only students enrolled as non traditional are eligible to graduate as non traditional. When comparing the total number of graduates of nontraditional programs to nontraditional graduates of nontraditional programs our percentage drops to less than 6%. This low percentage is due to the high number of women in health and educational fields and men in the automotive and metal works fields. Maine is a traditional state and we are finding the limited resources available inadequate to break through this gender barrier. Nontraditional participation for women was 10.12% which exceeds our total goal 9.46%. In Maine this is a success as we are trying to place women in high-skill, high-wage occupations. Not as much focus is placed on nontraditional males as many of the programs (barring Nursing) which are traditional for women are considered low-wage professions (such as Early Childhood Education and Office Work Occupations).

**Impact of Tech Prep efforts:**

Under the Carl D. Perkins Act, Tech Prep has always been viewed as a form of vocational education. Under Perkins III, the State of Maine Plan defines Tech Prep students as vocational students. The Plan takes this approach since the requirements of Perkins III for all vocational students are virtually the same as for Tech Prep students. These requirements include the National and State goal that all vocational students should complete a secondary program and go on to complete a post-secondary degree. Although primarily defined this way by the State for the purpose of accountability, Maine recognizes that programs should be articulated between secondary and post-secondary levels.

In terms of further identifying a Tech Prep student, the MCCS, in addition to factors outlined in Perkins III, also has specific internal criteria to address requirements initially established under Perkins II. Initiatives to support these factors include establishing a sequence of rigorous academic and vocational courses providing the educational foundation necessary to allow for the attainment of post-secondary two-year associate degree, diploma or certificate, and/or transfer to baccalaureate degree program or placement in the labor market.

Academic and vocational course work must be accompanied by the following components to be considered a Tech Prep program of study by Tech Prep Maine:

- individual career guidance and development plans that provide for a clear understanding of career options. plans must be developed in consultation with business and industry and labor leaders to address skills required to stabilize workforce deficiencies
- foundation of lifelong learning to assist in retention rates of Tech Prep students
- articulation to a post-secondary education

The MCCS continues to develop procedures to track Tech Prep students by isolated social security number, not only to comply with federal regulations, but to also document the success story of Tech Prep initiatives in Maine.

A transcript analysis of Fall 2005 students indicated 725 Tech Prep students (first time enrolled and entering college direct from a secondary program) were enrolled for Fall 2005. The number of Tech Prep students entering the Community College System in 2005 increased by approximately 46% over 2004. These Tech Prep students graduated from a Maine high school and were enrolled in a vocational region or center in an articulated program of study. The MCCS continues to refine established procedures to track the Tech Prep students from enrollment through graduation from a community college program of study to assure they satisfy the same core measures and standards of performance required of all programs receiving funding under Perkins III.

MCCS data indicates that during 2005-2006 staff development activities were provided for 728 Maine educators (this number may include duplicate headcounts). Training is a focused strategy of Tech Prep Maine in order to help Maine schools implement career pathways and develop articulation agreements or dual enrollment opportunities. Fully defined Tech Prep programs of study are offered in 43 Maine high schools and vocational regions and centers. Current course-to-course and program articulation agreements total 868 in broadly diverse career clusters. The Maine Consortia continue to focus on seamless transition through articulation and dual enrollment. Contextual learning approaches continue to command in the schools specifically in the areas of mathematical and science.

Tech Prep Maine's focus is to develop articulation agreements and dual enrollment opportunities to offer Maine students an educational option representing a seamless pathway from secondary career/technical education into a community college and eventually into a baccalaureate level program and/or the labor market. Activities included:

- ongoing visits to secondary CTE centers
- Career Pathways trainings to promote secondary to postsecondary seamless educational pathways for CTE students
- educator workshops to promote tech prep programs at area high schools and CTE centers including applied academic workshops to promote contextual teaching; Millennial Careers to promote high wage, high skill careers; and Expand Careers of the 21<sup>st</sup> Century to provide hands-on experience with technical careers

## **OVERVIEW OF POST-SECONDARY EFFORTS TOWARD CORE INDICATOR PERFORMANCE LEVELS**

Provide a narration of the core indicator chart

### **Attainment (Core Indicator 1) (Sub indicator 1P1)**

Attainment of Post-Secondary Academic and Vocational Skills Diploma or Credential

Maine's goal for all its students regarding attainment of academic credentials states that all Maine students should successfully complete at least one year of post-secondary education meeting the institution-defined knowledge and skill requirements of their program, both academic and/or technical, as appropriate and receive a degree, diploma or certificate.

MCCS official enrollment reports for 2004-2005 indicated 7,110 career and technical students enrolled. Of the 7,110 students enrolled in 2004-2005, 1,763 students graduated in spring 2006. The MCCS 2005-2006 attainment rate is 24.80% and the System did not meet its suggested performance. This is spite of the change in our calculation of completion rate which compares students who enrolled in fall 2004 to graduates graduating in spring 2006. Allowing students two years to complete a program more closely reflects our true completion rate as our students take an average of 3.5 years to complete a 2-year degree. The number of students in our AA Programs has increased significantly, as many of the career and technical programs are full to capacity and unable to accept all who apply. Approximately 40% of our AA student population transfer to a Career and Technical Degree program before graduating. Programs full to capacity include: Nursing, Allied Health Programs, New Media, Automotive and Plumbing. These waiting lists increase the time it takes students to graduate. Maine's Community College System is struggling to meet the increased demands of local industry in the area of applied technologies and support of these programs is essential to the economy of Maine. During economic hard times more people tend to enroll in education and either drop out after receiving the few courses they need for employment, or take longer than 2 years to graduate. While the increased enrollment is good for Maine, it reflects poorly when comparing general population occupational program enrollees to general population occupational program graduates.

While the MCCS has established procedures to track general occupational program student enrollment through graduation and can supply the general student information required to determine the agreed upon state performance level, and the procedures are now in place to identify student populations, these procedures now need to be refined to allow identification of specific occupational student populations as they work their way through graduation.

**Completion (Core Indicator 2) (Sub indicator 2P1)**

Completion of a post-secondary education degree, diploma or certificate

Same as Attainment (Core Indicator 1) (Sub indicator 1P1)

**Placement (Core Indicator 3) (Sub indicator 3P1)**

Placement and retention in employment

Maine's goal for all its vocational-technical education program participants states they should make a successful and sustained entry into the labor market in positions with career potential in high skill, high wage sectors.

To evaluate the placement rate of the MCCA graduate, the Maine State Plan states that at least 80.00% of community college graduates who have completed their education should become employed within one year of completion, and remain employed for a minimum of two quarters. The Plan also states that MCCA graduate Social Security numbers will be provided to the Maine Department of Labor and data matched to UI ES 202 wage record date for two wage record quarters. The number of students entering advanced training, the military, employment out-of-state and those self-employed (state average for 2006 is 9.0%) within one year of completing their post-secondary education will be added to those employed full-time in Maine providing for a total placement rate.

Of the 1702 MCCA 2005 graduates, 1191 have become employed or within one year of completion and remained employed for two UI ES 202 wage quarters (70%). With the addition of 164 self-reporting 2004 graduates that are continuing their education, but not employed and the 9% self employed (based on Maine Department of Labor 9% self employed rate), the total placement rate for the 2006 graduates is 1462 (85.90%), which exceeds the 85.22% set for the Core Indicator.

\* Note: The UI ES 202 wage quarters used for calculation were March 2006 and June 2006 as the completed September 2006 were not available at the time of reporting.

The MCCA 2002 graduate cohort was matched to UI ES 202 wage record data and of the 1347 graduates 1011 (75%) were still employed during the June 2006 reporting quarter. We do not have self-survey instruments in place to determine the number of four-year out graduates continuing their education.

The MCCA 2003 graduate cohort was matched to UI ES 202 wage record data and of the 1457 graduates 1108 (76%) were still employed during the June 2006 reporting quarter. We do not have self-survey instruments in place to determine the number of three-year out graduates continuing their education.

The MCCA 2004 graduate cohort was matched to UI ES 202 wage record data and of the 1626 graduates 1185 (72.88%) were still employed during the June 2006 reporting quarter. We do not have self-survey instruments in place to determine the number of two-year out graduates continuing their education.

The recent 2006 graduate cohort was matched to UI ES 202 wage record data and of the 1770 graduates 1304 (73.67%) were employed during the June 2006 wage quarter.

### **Retention (Core Indicator 3) (Sub indicator 3P2)**

Placement and retention in employment

**Measurement Approach:** Maine Community College System graduates, by program at each college and system-wide, who became employed full-time within one year of graduation and remained employed for a minimum of two Unemployment Insurance System ES-202 wage record quarters, based on social security number matches with UI ES-202 wage record data provided by the Maine Department of Labor plus the number of

graduates continuing their education plus the 9% self employed, divided by successful completers of the Maine Community College System post-secondary programs by program, college and system-wide.

Of the 1702 MCCS 2005 graduates, 1191 have become employed or within one year of completion and remained employed for two UI ES 202 wage quarters (70%). With the addition of 164 self-reporting 2004 graduates that are continuing their education, but not employed and the 9% self employed (based on Maine Department of Labor 9% self employed rate), the total placement rate for the 2006 graduates is 1462 (85.90%), which exceeds the 85.22% set for the Core Indicator.

**Participation in Nontraditional Occupations (Core Indicator 4) (Sub indicator 4P1)**  
Participation in post-secondary nontraditional programs

Maine's goal for nontraditional occupations is for all students in Maine to have a full and equal opportunity to enter and succeed in any course of study or career pathway, including vocational-technical programs leading to high skill, high wage employment in current or emerging occupations, industrial sectors, and career areas.

To evaluate the 2005-2006 participation rate of students enrolled in post-secondary nontraditional training, the State Plan identifies the number of female and male students at the MCCS classified as being enrolled in nontraditional programs of study for their gender based on local, state, and national labor market information. MCCS data indicates 258 students, 86 males and 172 females, enrolled in nontraditional programs for their gender during 2005-2006. The MCCS performance level of the 2005-2006 reporting year for nontraditional enrollment is 6.80% and did not meet the established 9.46% performance level set for the Core Indicator. This low percentage of nontraditional students may still be in part due to a student body leaning more towards traditional careers for their gender. Nontraditional participation for women was 10.12% which exceeds our total goal 9.46%. In Maine this is a success as we are trying to place women in high-skill, high-wage occupations. Not as much focus is placed on nontraditional males as many of the programs (barring Nursing) which are traditional for women are considered low-wage professions (such as Early Childhood Education and Office Work Occupations).

The MCCS has established procedures to track nontraditional student enrollment and completion and can supply the general occupational program student information required to determine the agreed upon state performance level for the core indicator. The MCCS continues to refine procedures to identify specific occupational program student populations.

**Completion of Nontraditional Occupation (Core Indicator 4) (Sub indicator 4P2)**  
Completion of a post-secondary nontraditional program

Maine's goal for nontraditional occupations is for all students in Maine to have full and equal opportunity to enter and succeed in any course of study or career pathway,

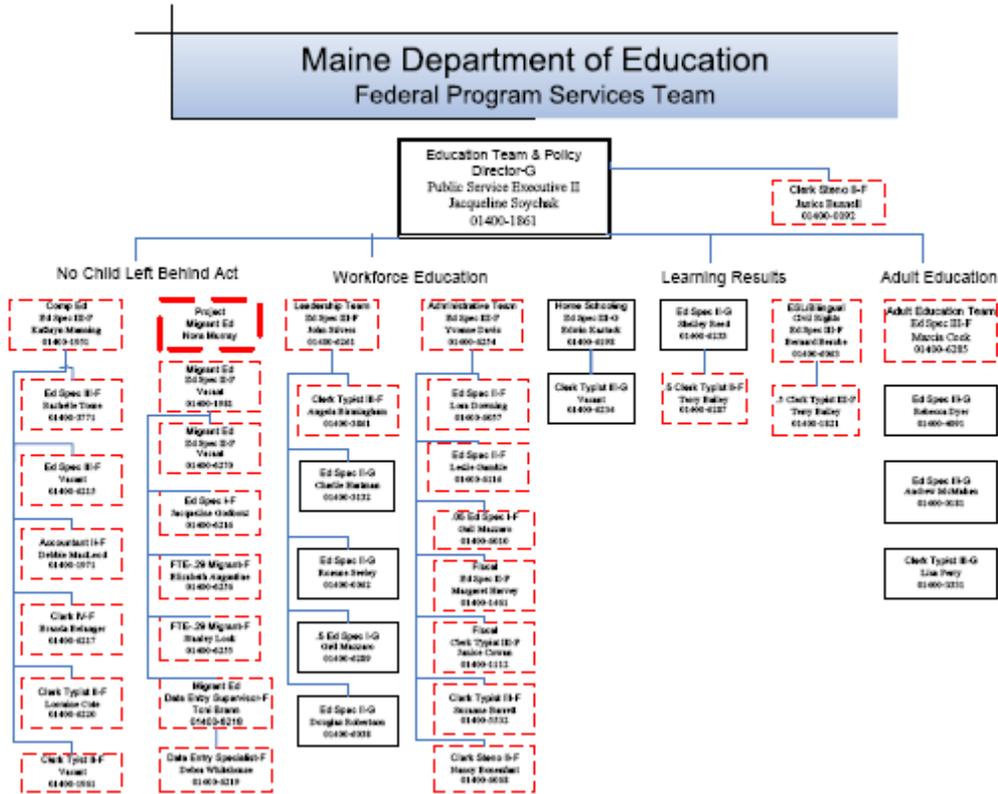
including vocational-technical programs leading to high skill, high wage employment in current or emerging occupation, industrial sectors, and career areas.

To evaluate the 2005-2006 success rates of students completing nontraditional training, the State Plan identifies the number of females and makes students at the MCCC classified as enrolled in and then completing a nontraditional program of study for their gender based on local, state, and national labor market information. MCCC data indicates 62 students, 42 females and 20 males, completed a program of study nontraditional for their gender during 2005-2006. The MCCC achieved a 20.20% rate for completion of nontraditional programs this reporting year and did not meet the 20.53% adjusted level of performance. This percentage is based on comparing 2004-2005 non traditional participation students to 2006 nontraditional graduates. As those enrolled in 2004-2005 as non traditional students are the only students eligible to graduate as non traditional students in 2005-2006. This comparison more closely reflects the percentage of nontraditional students graduating from the Maine Community Colleges. Students need at least two years to complete a program, thus 2004-2005 participation was compared to 2005-2006 completion. Nontraditional students face more obstacles than traditional students and therefore it is often more difficult to retain these students in the programs through to graduation and/or it usually takes a longer period of time for these students to complete the programs.

# APPENDIX

## A

# ORGANIZATIONAL CHART



## Maine Department of Education Leadership Team

