

CONSOLIDATED ANNUAL REPORT 2006-2007

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 of the Maine Department of Education PK-20 team, as the staff for administering the programs under the Perkins III Act. The CTE team is comprised of one position that includes the Interim State Director for Career and Technical Education and the Coordinator of Curriculum Development, 5 consultants (vacancies currently are 2 consultants and the state director), 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 four to five of the local secondary CTE schools. The CTE Team works with the broader PK-20 Team (made up of academic consultants and others that provide 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 eligible recipient for postsecondary Perkins funds.

B. Organization of Vocational and Technical Education Programs

Career and Technical Education is available to all secondary students in Maine through a statewide network of twenty-six 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. 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/dual enrollment agreements and work opportunities for 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 dual enrollment agreements 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 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 (two years in a high school program, two years community college, two years university) 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 encouraging its cooperative education programs to involve students in 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, 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 four to five 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 developed a process for and is 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 reviews each program as well as the eleven standards of curriculum, instruction, assessment, clear and focused goals, community/school relations, high expectations, leadership/management, school

climate and affirmative action, staff development, and student services. A timeline has been developed and 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.

Eleven of Maine's CTE schools are New England Association of Schools and Colleges (NEASC) accredited. The schools that participate in the NEASC review and accreditation must have a member of the Maine Department of Education CTE team as a member of the NEASC review committee and must provide the NEASC report to the Department of Education. These schools are not required to participate in the Department's review.

- **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. 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.

In the spring of 2007 the Maine Department of Education made the decision to support the use of technology in Maine high schools as it had previously done in Maine middle schools through the Maine Learning Technology Initiative (MLTI). The decision to provide all high school and CTE teachers and school administrators with lap top computers will have an impact on teaching and professional communication.

- **Professional Development**

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, for discussion of alignment of curriculum with industry recognized standards and credentials, and for keeping up with new technologies in their respective fields.

There has been ongoing professional development in the use of literacy strategies 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 three 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 lexile review of 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 learning and using literacy strategies which can be used in the content areas. Thirteen teachers from half of the CTE schools were trained in the use of these strategies (literacy mentors). Teacher guides were developed and given to ALL CTE schools to provide templates for using the literacy strategies 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 provided information on the strategies. 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.

In the fall of 2007 ten new teachers will be provided the opportunity to become literacy mentors and will present 4 workshops to share the before, during and after reading strategies and the vocabulary and writing to learn strategies they have learned and practiced in their classrooms.

The literacy 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 follow-up with the original nine to help them take the next steps and schools will be once again asked to nominate practices in their school for further development work with the consultants. The models/promising practices are posted on the CTE web site, 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 remain 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 Gender Equity Coordinator. This position also serves as the Coordinator of Methods of Administration for Civil Rights Compliance in Career and Technical Education. Services provided by this position support nontraditional program recruitment and retention to include technical assistance, consultations, workshops and on-site reviews. Additionally, a full range of support services are made available to ensure access to all career and technical education programs for both male and female students, and to facilitate the success of students who seek to enter occupations which are nontraditional for their gender or those who are preparing for nontraditional training and employment.

Included among these support services are:

- career guidance directed toward the elimination of gender bias and stereotyping;
- preparatory services and affirmative action outreach and recruitment efforts;
- support systems for students entering nontraditional programs and
- dependent-care services and transportation.

The Gender Equity Coordinator has also continued to work with the Maine Department of Transportation and Maine Centers for Women, Work and Community in facilitating workshops for Girls in Trades and Technology. These organizations held five “Totally Trades” events in the ’06-’07 school year, which were very popular, with over 600 middle and high school students attending.

- **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.

Additionally the state is restructuring its high schools and legislation has been submitted that will strengthen the connection of high schools and CTE schools,

programmatically if not physically. The regionalization efforts will encourage stronger communication and cohesiveness between the CTE schools and their partner sending high schools. For actual language please use the link below.

<http://www.maine.gov/education/supportingschools/lawsummary.html>

- **Serving individuals in state institutions**

Maine has elected to continue the 1% funding for corrections. The dollars currently help to fund Career and Technical Education programs at the Charleston Correctional Facility.

- **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.

Career and technical education programs, services, and activities for students with disabilities are provided in the least restrictive environment possible. In addition, a full range of supplementary services is made available to facilitate enrollment and success of students with disabilities in regular CTE education programs consistent with their Individual Education Plan (IEP), including:

- curriculum modification;
- equipment modification;
- classroom modification;
- special support personnel and services; and,
- special instructional aids, devices, and systems.

Special preparation programs are made available to all students including students with disabilities for whom enrollment in a regular career and technical education program is inconsistent with their IEP or employment prospects.

Career and technical education programs, services, and activities for economically disadvantaged students, students of limited English proficiency, and students with other barriers to educational achievement are provided and in addition to the above listed components include child care and English language instruction

The gender equity consultant participates on the statewide Committee on Transition and the Maine Transition Network. 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 most of the permissible activities listed with the exception of charter schools. There are no charter schools in Maine to date.

Career Guidance and Counseling-- Many of our CTE schools have a student services coordinator available to the students. These coordinators help facilitate apprenticeship, mentoring, job shadowing, articulation, dual enrollment and other awareness activities. They also help facilitate the scheduling and logistics of the students. At the postsecondary level the students have advisors which help guide them in their chosen pathway.

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. The Perkins IV grant will increase the articulation requirements and provide greater access to students throughout Maine.

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 offer 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.

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. [In Perkins IV the Tech Prep funds will be folded into the basic grant.](#)

Maine provides vocational education to adults not enrolled in a formal postsecondary program. This is done through programs at the local secondary CTE schools and adult education sites. The programs are funded using about a third of the Perkins Basic State Grant funds, Part C and are located throughout the state. In Perkins IV the Adult Education will no longer be funded as part of the funding distribution as they no longer are defined as eligible recipients. The funding will be distributed using the federal guidelines to the secondary CTE region and centers and the postsecondary Community College system.

The application is web based and there is no separate set of instructions. A sample application can be viewed at 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 87.61 %; actual is 86.75 % which is 99% of the target. 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 88.17 %, and the actual is 92.18 % which is 104.5% higher than the target.

2S1—Agreed Upon Baseline Level is 87.61%, and the actual is 86.75 % which is 99% of target. See 1S1.

3S1—Agreed Upon Baseline Level is 60.98%, and the actual is 106.3 %. This number is greater than 100% because many graduates that are attending postsecondary institutions are also working. We do not currently have a method for calculating an unduplicated number for this measure. Given the emphasis on postsecondary education, it is possible that the postsecondary attainment percentages will continue to rise.

Because we continue to have problems getting all students to report social security numbers, the actual performance numbers are not exact. The FERPA issue seems to be resolved, however, and we are in the process of contracting with the National Student Clearinghouse to get accurate postsecondary placement information.

We do not yet have access to the National Student Clearinghouse database, so for this report we are using data we received in a sample run we did with the Clearinghouse two years ago.

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 5.72 % which is 68.5% 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 15.19 % or 182% above the target while the actual level for males is 1.97 % or 23.6% 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 10.20 % which is 86.67% of target, an increase over last year. Again, if broken out by gender, the completion rate for females is 23.02 % or almost double the target and 4.35 % for males or 37% of target.

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 12th 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 12th 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 explore the possibility of contracting with the National Student Clearinghouse to obtain postsecondary placement data. The CTE staff completes an annual 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.

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 received its written monitoring report and the outcome was very positive. There was one finding:

Findings:

Finding #1: Approximately 30% of Maine's available resources under section 112(a)(1) are reserved for use to serve adult learners in the State's CTE delivery system, but the State has not developed appropriate performance measures to assess the success of these adult learners, nor has the State reported such data to OVAE as part of its annual Consolidated Annual Report (CAR).

Maine action taken: Perkins IV State of Maine Transition Plan gives no funding to the Maine Adult Education Associations affiliates. Maine Adult Education programs are not eligible recipients and as of July 1, 2007 will no longer directly receive Perkins funds.

There were also several commendations and some suggestions. Maine has submitted its response letter and has already rectified the finding and most of the suggestions in this transitional year.

The Maine CTE team has begun work on addressing the technical skill assessment requirement. 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

2006-2007

Maine Community College System
Jean Mattimore, Executive Director, Center for Career Development

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, 2006 – June 30, 2007.

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 and 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 program skill standards for the 2001-2005 program years and for the current reporting year. These priorities are outlined in the State Plan, "*21st Century Skills for a 21st 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, Perkins 1998, Five-Year Plan) and to 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 efforts at the MCCS include: oversight to assure the System meets federal regulations and accountability report deadlines; support in the development of articulation agreements; and guidance and technical assistance to grant recipients in the area of data collection utilizing existing data and antiquated network software. The MCCS has developed a process at the System level to aggregate the colleges' individual student data reports to assure System consistency in reporting methods.

As in each previous program year, the MCCS's current approved funding formula for disbursement of Perkins funds was used to ensure continued adequate funding for each site. Grant applications were reviewed and submitted 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 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 Perkins Project Reports submitted to the Maine Department of Education bi-annually. 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 information on 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, a bi-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 career and technical education programs
- 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 career and technical program at one of Maine's Community Colleges, and make a successful entry into Maine's labor market or transfer to a baccalaureate-level program. This goal continues to be supported by the MCCS'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. To assure focus on areas of Maine with the greatest concentration of need, these population numbers are provided by both the Maine Department of Human Services and U.S. Census, based on several identifying indicators including documentation of special needs cases, AFDC recipient numbers, and area poverty levels.

To further assist the State in meeting this basic goal, the MCCS 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 MCCS 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 MCCS 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 (28 students served last year)
- by encouraging population self-identification
- by providing career, placement and support services to special population career and technical students
- by offering in-service training opportunities to MCCS 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 6308 special service needs were reported by students during 2006-2007. 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 career and 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 Career and 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 CTE program. Activities include, but are not limited to:

- Women in Technology groups which provide mentors to incoming students and a support network that enables students to persist and complete degree requirements;
- "Careers for the 21st Century" conference which gives women and men hands-on opportunities in nontraditional programs;
- 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; and
- 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 70 students received funding during the 2006-2007 academic year. The need for childcare is greater than can be met with this grant. The colleges continue to work on ways to provide additional support as career and technical education program students receiving support with these funds have a higher retention rate than students without support.

Due to the increased reliability of our data and the change in the nontraditional programs by the National Alliance in Partnerships for Equity (NAPE), the M CCS exceeded its nontraditional participation rate goal by 10%. The M CCS reporting reflects the nontraditional occupational programs issued by the NAPE nontraditional crosswalk. The addition of Business Administration/Management programs (based on CIP Codes) on the nontraditional list for women has increased our percents. The number of nontraditional students in Maine has increased due to a change in the programs considered nontraditional and not due to a huge shift of students entering the programs considered nontraditional in the past.

Maine continues to struggle with displaced workers, which has produced a population of older students entering Maine's community colleges to receive retraining. These students lean towards more traditional programs. Health Occupation professions continue to offer competitive wages which encourages women to enter into the more traditional health occupation programs instead of entering nontraditional programs. Men in Maine also tend to lean towards the traditional programs as the majority of male dominated occupations pay more than the female dominated occupations.

Maine did not meet the completion rate for nontraditional students as this rate is over 11% higher than the participation rate. As Maine is a traditional state with limited resources to break through gender barriers, it is a huge success to have 19.96% of our students in nontraditional programs and 18.16% of our students graduating from nontraditional programs.

Impact of Tech Prep efforts:

Under Perkins III, the State of Maine Plan defines Tech Prep students as career and technical students. The Plan takes this approach since the requirements of Perkins III for all career and technical students are virtually the same as for Tech Prep students. These requirements include the National and State goal that all career and technical 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 postsecondary two-year associate degree, diploma or certificate, and/or transfer to baccalaureate degree program or placement in the labor market.

Academic and career and technical course work must be accompanied by the following components to be considered a Tech Prep program 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 2006 students indicated 742 Tech Prep students (first time enrolled and entering college direct from a secondary program) were enrolled for fall 2006. These Tech Prep students graduated from a Maine high school and were enrolled in a career and technical region or center in an articulated program. The MCCS continues to refine established procedures to track the Tech Prep students from enrollment through graduation from a community college program to assure they satisfy the same core measures and standards of performance required of all programs receiving funding under Perkins III.

As Maine progresses into Perkins IV the Tech Prep initiative will be merged with the Title 1C grant and Tech Prep will continue through the articulation/dual enrollment/ Programs of Study requirements of the Perkins IV Maine State Plan. The development of articulation agreements and dual enrollment opportunities in order 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. **OVERVIEW OF POST-SECONDARY EFFORTS TOWARD CORE INDICATOR PERFORMANCE LEVELS**

Provide a narration of the core indicator chart

Due to improvements in data collection, the data for the final Perkins III CARS report for Maine's postsecondary better reflects the actual outcomes for MCCS students than it has in the past. The Grant Manager of the MCCS is now able to collect data at the System level in disaggregate form which allows comparison of individual students for the aggregate report.

Academic Skill Attainment (Core Indicator 1) (Sub indicator 1P1)

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 2006-2007 indicated 7,071 career and technical students enrolled. Of the 7,071 students enrolled 4,478 were concentrators (at time of fall 2005 enrollment they had successfully completed at least 12 credit hours), of these concentrators 2,767 did not re-enroll in fall 2006 and are classified as "leavers". 1,771 students graduated in spring 2006. The 2005 leavers were compared to the 2006 graduates to determine the MCCS attainment rate. The MCCS 2006-2007 attainment rate is 46.91% the System exceeded its suggested performance. The increase of 22.11% in skill attainment is due to our data collection efforts and the ability to match disaggregate data. This number more closely reflects the performance of the MCCS.

Attainment of Vocational Skills (Core Indicator 1) (Sub indicator 1P2)

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

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 and education (excludes military)

Maine's goal for all its career and 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 graduates, the Maine State Plan states that at least 80.00% of community college graduates who have completed their education, in year one, should become employed within one year of completion, and remain employed for a minimum of two consecutive quarters. The current 85.79% was negotiated with OVAE in the spring of 2007. The Plan also states that MCCA graduate Social Security numbers will be provided to the Maine Department of Labor (MDOL) and data matched to UI ES 202 wage record data for two wage record quarters. The number of students entering advanced training, and employment out-of-state (out-of-state employment is not included as MDOL was unable to obtain these numbers this year) 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. The military rate is not included in Total Placement, but it is reported separately and included in Retention. This is per the instructions of the CARS report.

Of the 1,762 MCCA 2006 graduates, 1,328 have become employed within one year of completion and remained employed for two UI ES 202 wage quarters (75.37%). With the addition of the 221 self-reporting 2006 graduates that are continuing their education, but not employed the total placement rate for the 2006 graduates is 1,549 (87.91%), which exceeds the 85.79% set for the Core Indicator.

* Note: The UI ES 202 wage quarters used for calculation were March 2007 and June 2007 as the completed September 2007 were not available at the time of reporting.

The MCCA 2004 graduate cohort was matched to UI ES 202 wage record data and of the 1626 graduates submitted 1,206 (74.17%) were still employed during the June 2007 reporting quarter. As we do not have a data collection instrument in place, graduates or out-of-state employment are not included in these numbers.

The MCCS 2005 graduate cohort was matched to UI ES 202 wage record data and of the 1,715 graduates submitted 1,310 (76.38%) were still employed during the June 2007 reporting quarter. As we do not have a data collection instrument in place, graduates or out-of-state employment are not included in these numbers.

The recent 2007 graduate cohort was matched to UI ES 202 wage record data and of the 1,692 graduates submitted 1,142 (67.49%) were employed during the June 2007 wage quarter. As we do not have a data collection instrument in place, graduates or out-of-state employment are not included in these numbers.

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

Advanced Training (postsecondary)

Advanced training for Perkins III was determined using self-reported graduate surveys. As we move into Perkins IV, the MCCS will be using the National Student Clearinghouse to determine the number of students entering advanced training.

Of the 1,762 MCCS 2006 graduates, 461 (26.16%) self-reported on graduate surveys that they are continuing their education. Of these, 221 report that they are also employed and have been included in the Total Placement numbers.

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

Military (postsecondary)

Of the 1,762 MCCS 2006 graduates, 3 (0.17%) are employed by the military. This information was collected by MDOL via a FEDES match.

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 (MDOL), plus the number of graduates self-reporting that they are continuing their education, plus the number of military employed divided by successful completers of the Maine Community College System post-secondary programs by program, college and system-wide.

Of the 1,762 MCCS 2006 graduates, 1,552 have become employed, by the military or instate, and remained employed for two UI ES 202 wage quarters or enrolled in further education within one year of completion. The MCCS employment retention rate for 2006-2007 is 88.08%, exceeding the performance level of 85.72% established 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 2006-2007 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 the national labor market information provided by NAPE and compares them to the total number of students enrolled in these programs. MCCS data indicates 1,043 students, 196 males and 847 females, enrolled in nontraditional programs for their gender during 2006-2007 academic year. The MCCS performance level of the 2006-2007 reporting year for nontraditional enrollment is 19.96% and exceeded the established 9.63% performance level set for the Core Indicator. This jump in percentage over the past few years is due to both better data collection and the changes made to the Federal nontraditional occupation list provided by OVAE through NAPE. Many women enroll in Business Administration programs in Maine and based on CIP Code these programs are now considered a nontraditional on the NAPE nontraditional occupation list for women.

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

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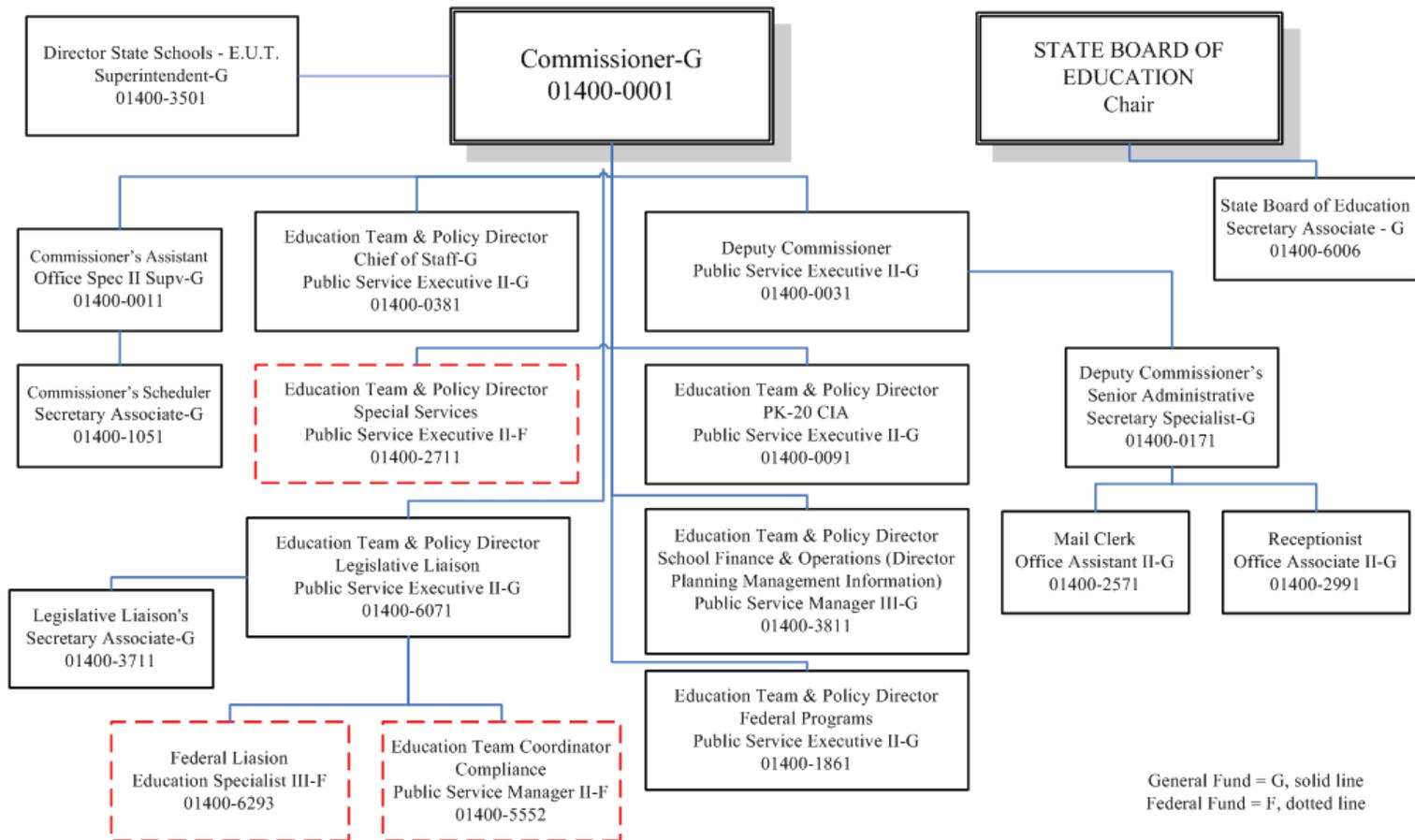
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APPENDIX

A

Organizational Chart

Maine Department of Education Leadership Team



Maine Department of Education PK-20 Curriculum, Instruction, and Assessment Team

