

# **MAINE CTE PROFILE**

## **1. Governance Structure/Delivery Model**

Career and Technical Education in Maine is delivered primarily through 27 approved CTE schools. These schools are either Centers or Regions.

Centers are schools within a larger school administrative districts (districts). They provide programming to secondary students from their districts as well as other districts with which it is affiliated. Centers are led by Directors. Business office and district administrative functions are provided by the district's central office. Elected School Boards govern the district which includes the CTE Center.

Regions are quasi-municipal, independent units. They provide programming to secondary students from legislatively-assigned school districts. Regions are led by Directors who also function as superintendents. Regions are responsible for all business, transportation, facility, and other district administrative functions. Cooperative Boards made up of members appointed by the sending districts' School Boards govern the Region.

Some CTE schools are stand-alone facilities and some are co-located with affiliated secondary schools. Some co-located schools are physically separated within the facility and some are blended among academic classrooms.

## **2. Primary Funding Sources**

Most educational funding in Maine is through Essential Programs and Services (EPS) which provides funding allotments based on state-determined formulas. However, CTE in Maine uses an expenditure-driven model whereby schools submit expenditures and are allotted the state share (based on property values) of a reimbursement of the amount expended two years in arrears. The state's reimbursement is sent directly to the sending districts.

Centers develop budgets as schools within their home districts. Those home districts have locally determined agreements with the school's sending districts. Some agreements call for sending districts to receive CTE funding from the state and then pay tuition costs to the CTE school's district. Some call for sending districts to forward all state CTE funding to the CTE school's district which then provide programming without additional cost.

Regions develop budgets as autonomous districts. Assessments to provide revenues are determined by locally determined cost-sharing agreements. Those assessments are sent to the sending districts.

### 3. Transportation

Transportation to and from the CTE school is provided by the sending districts unless other agreements have been made. Transportation between the CTE school and program worksites is provided by the CTE school.

### 4. School Calendars

All Maine school districts develop their own calendars. By law, all schools sending to the same Center or Region can have no more than 5 dissimilar instructional days. However, this requirement can be waived by the Commissioner of Education.

### 5. Program Model

The delivery models vary according to the needs of the sending schools. Some schools provide programming all day, every other day and some provide it half day, every day.

Most students are eligible to participate in CTE programs beginning in grades 11 or 12. Admission policies are developed by each school. Students may participate in short-term, introductory courses. To be counted as a “completer,” students need to complete at least 350 hours of instruction in the same CTE program in a year.

CTE schools only provide CTE programming. They may provide some academics but that is only in support of the CTE programs. Academic courses as well as non-CTE related co-curricular offerings are provided by sending schools.

All CTE programs are aligned with identified state, national, or industry standards. A listing of these standards can be found here:

<http://www.maine.gov/doe/cte/schools/programsandstandards.html>