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APPENDICES

**STATE BOARD OF EDUCATION
GOVERNMENT EVALUATION ACT
PROGRAM EVALUATION ACT**

November 1, 2005

Submitted to

**JOINT STANDING COMMITTEE ON EDUCATION
AND CULTURAL AFFAIRS**

**A Strategic Plan for the Future of
Career and Technical Education
in Maine**

DRAFT PLAN

January 11, 2005

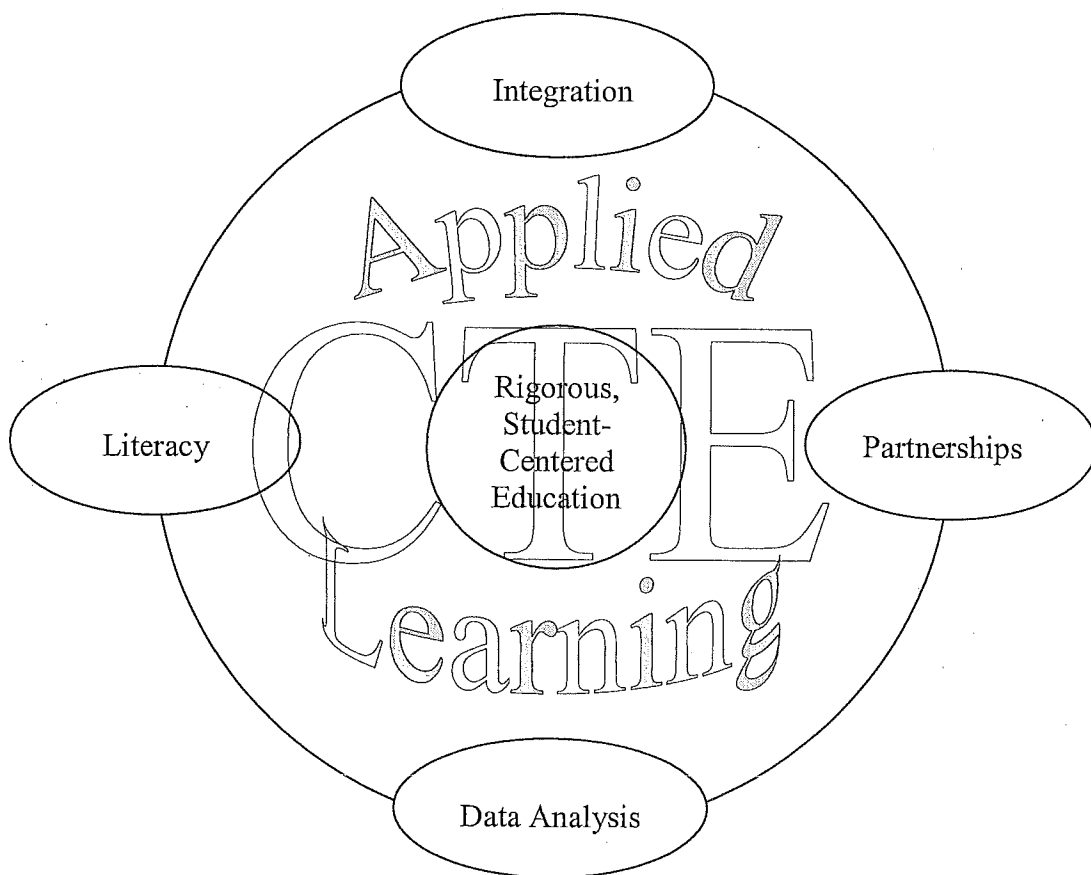


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Career and Technical Education Strategic Vision

Introduction

Overview:

At no time in our recent history has there existed such widespread agreement that secondary education must adapt—and rapidly—to the increasing expectations for student performance. Indeed, as the educational implications of the 21st Century economy become clearer, focus has sharpened on preparing all students for post-secondary education, which the vast majority of emerging careers will require. Demographic trends, which highlight the reality of burgeoning numbers of retirees and shrinking numbers of younger workers, have only heightened the need to invest in the education of each of our young people.

As Marc Tucker, President of the National Center for Education and the Economy, points out, “Low-skill jobs are disappearing at increasing speed. And the higher skill jobs that are proliferating require the very qualities that good educators have always valued: broad and deep knowledge, a critical mind, the capacity for autonomous and thoughtful behavior, the ability to relate productively to others, the ability to think well and the capacity to learn what one needs to learn when one needs to learn it.”

It is against this increasingly urgent backdrop that the Career and Technical Education (CTE) strategic visioning process has taken place. Commissioner Susan A. Gendron charged the CTE Advisory Committee, formed to conduct the visioning process, with developing a bold and transformational vision for the future of CTE in Maine. At the same time, Commissioner Gendron also charged all Department secondary education reform initiatives to achieve a new level of coordination and collaboration. In the days ahead, as the recommendations and action strategies contained in this report serve as a blueprint for reform, Maine must also work toward unprecedented coordination among state agencies, private non-profit organizations, secondary and post-secondary educational institutions, and business and industry.

In evidence throughout the following pages is the profound influence of Dr. Willard Daggett of the National Center for Leadership in Education. Dr. Daggett (or Bill as he is known in Maine) delivered a powerful keynote address at the outset of the three-day strategic visioning event in the summer of 2004, then remained for the entire three days to offer insights, critical feedback, and inspiration to the 80+ participants. His deep knowledge of the looming changes in technology, the workplace of the future, and promising educational reform strategies permitted the three days of planning to “look over the horizon” and to produce a result that has the potential to stimulate significant change.

Historical Perspective:

Prior to looking over the horizon, however, it is important to consider how vocational and technical education has evolved over the decades:

Federal legislation has played a major role in the shaping of vocational education. The Smith-Hughes Act of 1917 provided financial aid for vocational education in public secondary education. It was the first time that the Federal government gave states money for education. At that time vocational education was a method of education that helped students, who were hands-on learners, apply the academic concepts they were being taught. It was an integrated system at the turn of the century.

The basic elements of vocational education remained the same until 1963. It was then that the government made a major policy shift and established set-asides for underserved populations. Successive Federal Acts sought to make improvements in planning, program improvement, sex-role stereotyping, access and public/private sector cooperation.

The effect of the separate legislation was the separation of secondary vocational education programs from other education programs and the view that these programs were solely for disadvantaged youth.

In the 1990s there was another significant shift in Federal policy and that was the integration of academic and vocational-technical education in order to prepare a competitive and highly-skilled workforce. (That was the first Carl D. Perkins Vocational and Applied Technology Education Act-1990.) Perkins II focused on the integration of vocational-technical education with academics, articulation between secondary and postsecondary education and partnerships with business and labor.

Perkins III has built upon that foundation and offers somewhat more flexibility in exchange for a great deal more accountability. The basic intent of Congress was to assist the states in the promotion of continuous improvement of secondary and postsecondary vocational programs. The legislation also removes the funding of set-asides, but requires each state to establish a State Performance Accountability System and to assure continued services to populations previously served through the set-asides.

The Positive Core of CTE

In 1915 John Dewey wrote, “Effective education requires student-centered environments for educational purposes, and integration of the head and hand, of mind and action, and of academic and vocational.” That is as true today as it was in 1915 and that duality is reflected in the Positive Core of CTE as well as in the Vision Areas of the strategic plan.

An especially important part of the CTE Visioning Conference in June was the participants’ identification of the “positive core” of CTE – its qualities and attributes when CTE is at its best, the core strengths of CTE to build on in the future. The attributes, arranged under five categories, are as follows:

Applied Learning Model

- Integration of knowledge and application; translation into real life skills through hands-on, applied learning, reinforcing academic concepts
- Opportunities relevant to students’ interests and aptitudes
- Natural links to academics and to business and industry

Industry/Career Pathway Standards

- Insures that technical skills and knowledge in programs are current and valid
- Universal acceptance of skill attainment and portability of credentials and credits
- Enables articulation with post-secondary programs

Student Engagement

- A voluntary alternative, accessible to all
- Student involvement in learning and teaching
- Love of learning, leading to lifelong learning

- Practicing work ethic in an adult environment
- Increased student confidence, self-esteem

A Committed Faculty

- Supported and inspired by its close ties to industry
- Passionate and knowledgeable
- Flexible – able to individualize learning for students

Relationships

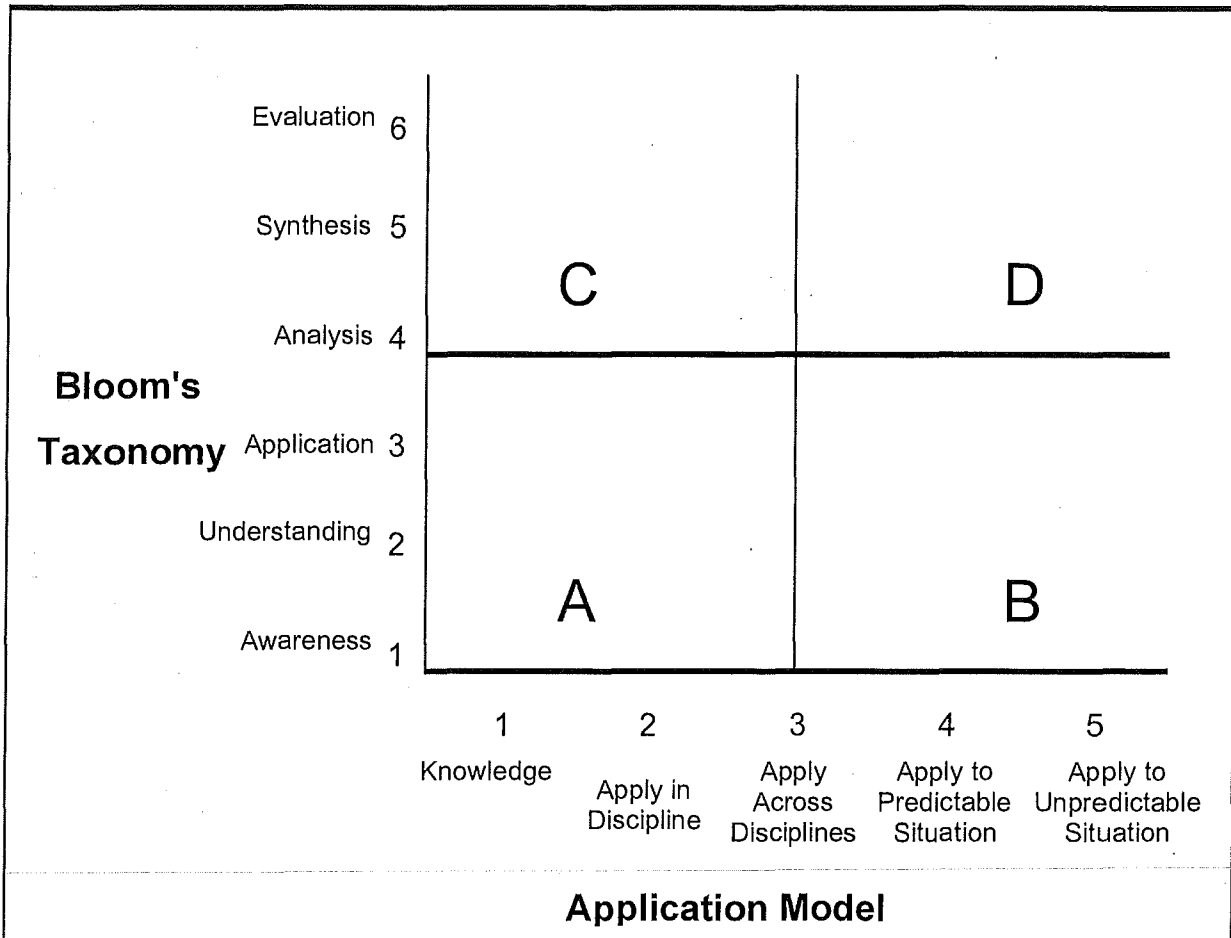
- Teacher-student relationships are human, personal
- Students feel valued
- Small class size

The Applied Learning Model, with a focus on technical skill attainment and related concepts, lies at the heart of CTE. Applied learning is what allows CTE to have a positive impact on students, as it helps to ensure student engagement in the learning process and a close relationship with CTE faculty members. Thus, applied learning informs this strategic plan in all its areas.

Also informing the plan are the characteristics of the thirty best high schools in the United States as identified in the *Bringing Successful Practices to Scale* initiative conducted by the Council of Chief State School Officers and the International Center for Leadership in Education. Those characteristics are:

- Focusing instruction around student’s interests, learning styles, and aptitudes through a variety of small learning community approaches, most commonly academies
- Administrators and teachers share an unrelenting commitment to excellence for all students
- Emphasis on literacy across the curriculum
- A laser-like focus on data at the classroom level to make daily instructional decisions for individual students
- An extraordinary commitment of resources and attention to 9th grade students
- A rigorous and relevant 12th grade year
- High quality curriculum and instruction that focuses on rigor, relevance, relationships and reflective thought
- Solid and dedicated leadership

In order to prepare Maine’s young people to live in a technological world and in order to develop a world-class workforce, schools must create a framework in which application skills as well as academic skills are strengthened. Below is the Application Model developed by the International Center for Leadership in Education. This model contains four quadrants, each with different hierarchies of acquisition and application of knowledge. Currently college preparatory programs operate in the “C” quadrant and CTE programs operate in the “B” quadrant. The goal for Maine is the preparation of **ALL** students to enable them to function in the “D” quadrant where they will be able to apply knowledge in unpredictable situations. In this report, that will be referred to as Quadrant D Learning.



The Statewide Educational Reform Context:

Participants in the three-day June conference discovered that they were creating their vision for the future of CTE in a complex, many-layered context that includes, among other things, a series of statewide educational initiatives currently underway:

- Chapter 127 implementation, including development of Local Assessment Systems as the basis for student high school graduation.
- Gender Equity Task Force
- Citizenship Education Task Force
- Compact for Higher Education
- Maine *Learning Results* Review process
- P-16 Task Force
- Task Force on Teacher Workload
- Great Maine Schools Project
- Laptop Initiative (MLTI)
- Governor’s Economic Development Task Force

As the visioning continued, participants developed a strong consensus that the consolidation of statewide initiatives would be highly desirable, not only for congruency among them all but also for the greater coherence and seamlessness of Maine’s educational system itself. That desire became an assumption or premise of the CTE vision and an invitation to all

educators – a sort of “Declaration of Interdependence” – and the participants expressed it in this way:

“We strongly recommend that the State of Maine incorporate its educational initiatives, K-16 and lifelong, in a student-centered, statewide, systems-based consolidated plan that is data-driven, accountable, and supported by all stakeholders of the community.”

Moreover, the participants proposed a series of strategies in support of the recommendation which include convening representatives from the initiative groups to identify common themes centered around the latest research (e.g., Willard Daggett’s findings), connecting or collapsing multiple initiatives wherever possible, and developing criteria to evaluate educational initiatives; e.g., data-driven/analyzed, student-centered, outcome-based/warranted (measurable), and collaborative.

Preparing for Implementation:

Among the themes that ran throughout Dr. Daggett’s contributions to the CTE process were rigor, relevance, and personalization. In order to bring these core principles of standards-based reform to the educational experience for all students, the Maine Department of Education will encourage and support a new level of innovation—indeed transformation—in our secondary learning institutions. Yet the challenges we face are numerous and formidable. The transformational changes outlined in this report will not occur without the presence of certain contributing factors during the implementation phase:

- Leadership at all levels will need to become familiar with this report and translate the recommendations into concrete actions, including development of sufficient resources;
- The newly formed Secondary Collaborative within the Department will need to overcome the tendency to fragment along the lines of traditional programmatic silos and achieve coherence and efficiency;
- The Maine Association of Vocational Education Administrators (MAVEA) must assume a coordinating and catalytic role: stimulating innovation, identifying and overcoming obstacles, and applying the recommendations of this report to widely divergent local situations;
- Program innovations currently underway, and pilot programs that emerge in the near future, must serve as models for further development. Both Maine DOE and MAVEA will need to ensure that obstacles are identified and addressed successfully; and
- New and creative solutions must be identified to the obstacles in coordination presented by the CTE regional centers, where students come from as many as 23 different sending schools.

Without the above conditions the recommendations contained in this report may not come to life as envisioned during its development. As is true in any strategic planning process, implementation is key. Toward that end a number of important steps to assist effective implementation are being taken as the strategic visioning process comes to a conclusion:

- The CTE Advisory Committee that has guided the visioning process is being reconstituted, retaining many of its original members but adding representation from high school principals, guidance counselors, content area teachers, business and industry, and higher education, involvement of which will be crucial for effective implementation;
- The reconstituted Advisory Committee has created a framework to establish a core group of subcommittees charged with the further development of action steps, timeline benchmarks, resource needs, and evaluation indicators. These extended implementation supports will be monitored by the Advisory Committee as a whole to ensure progress is both documented and celebrated;
- DOE staff members have begun developing rich case studies and vignettes of innovative programs and practices to help guide the work in local CTE centers and programs. These models for innovation come from both state and national settings; the Maine examples are particularly exciting and potentially powerful since the resource people are close at hand; and
- The context for reform in Maine secondary education institutions will be the subject of a coordinated public information campaign among a group of stakeholder organizations including the Mitchell Institute, the Compact for Higher Education, the Coalition for Excellence in Education, Maine Public Broadcasting, Jobs for Maine's Graduates, and others. This statewide information will assist local educators in creating a more effective context for reform.

Further opportunities for leveraging reform will come about as the rules of the Department of Education pertaining to Career and Technical Education programs (Chapter 232) are revised in the near future. In addition, it appears that the reauthorization of the Perkins Act will add federal support for the types of reform outlined in this report. As Maine develops its next statewide Perkins plan, key themes and strategies contained herein can be interwoven into the framework by which CTE programs obtain some of their financial support. As Maine works to coordinate all programs under the Secondary Collaborative, these additional funding opportunities can be utilized as well to focus applications around CTE and secondary school integration.

Maine is committed to building upon the federal framework and has already increased the rigor of its CTE offerings through the Curriculum Integration Project (CIP), a partnership between MAVEA and the Department of Education. The CIP initiative has increased both academic and technical rigor in Maine's CTE schools and has established state CTE standards that are correlated with national industry standards. These activities have resulted in increased enrollments in CTE programs and increased high school graduation rates for CTE students. Maine's CTE programs provide a strong base upon which to build and improve.

What became clear during the three days of visioning was the vast difference that exists across CTE programs in Maine. Implementation of this series of recommendations will by nature be a very situational undertaking, which is to say that some programs may be ready to consider planning for the creation of a magnet school or pilot career academy structure. Other programs will be at the other end of a continuum of options, ready only to strengthen literacy development planning with sending schools. The key, however, will be to orchestrate local planning processes

based on this report, which must lead to the development of an action plan tailored to the needs of each setting.

The Organization of the Plan

The plan is organized around the five areas of the vision for CTE. Within each area, the plan includes these sections:

- A vision statement, in the present tense, following the convention that a vision is expressed as if it were already completed;
- System design elements, strategies, and action steps: the desired changes in the elements of the educational system, followed by strategies to pursue and specific action steps with dates for completion and the names, wherever possible, of groups and individuals who will initiate the action steps.

(Note that the “System Design Elements” differ from area to area, because within each area planners identified just those elements needing enhancement and change. The following is the comprehensive list of Design Elements from which the group worked: educational practice, program design, professional development, structure, students and student services, relationships, leadership, access and equity, and regulation and policy.)

The vision areas in this strategic plan mirror fairly close to the six “Core Principles for Secondary Education Practice in Maine” found in Maine’s high school reform initiative, *Promising Futures, A Call to Improve Learning for Maine’s Secondary Schools*. Working together—students, parents, business people, and educators at all levels—Maine can achieve its goal of bringing quality educational opportunities to each of its students in order to prepare them for the world that lies ahead.

Note 1: Participants in the June conference identified “Rigorous Expectations” as an essential aspect of CTE and wrote a vision statement about it, as follows:

“All students are enrolled in programs based on high standards and expectations in a dynamic, responsive, and collaborative environment. These programs match the needs and interests of students, ensure their entrance into post-secondary education and high-skills employment, and enable them to play a positive role in their community.”

The CTE Advisory Committee, in its work during the summer, decided to incorporate “rigorous expectations” in the other vision areas, particularly #2, Integration. Committee members agreed that rigor and high expectations are important across the system and should infuse every area of the strategic plan.

Note 2:

This version of the report includes the work of the statewide CTE Visioning Conference in June 2004, and the refinement and development of that work by the statewide CTE Advisory Committee in six meetings over the course of the summer of 2004. It also includes the feedback from the September 15, 2004 meeting with stakeholders from the summer three-day event. Participants had the opportunity to review the plan, present feedback to it, and identify ways they could contribute to its implementation.

For full documentation of the work of the June conference, please refer to, "A Report on the CTE Visioning Conference: Building a Vision for the Future of Career and Technical Education in Maine."

Career and Technical Education in Maine

Mission Statement

The mission of Career and Technical Education, as part of the educational system in Maine, is to ensure that students acquire the high-quality technical skills that will prepare them for post-secondary education and entry into an ever-changing workplace and society and meet the rigorous academic standards of Maine's Learning Results.

Our Vision

1. The learning and development needs of students govern educational decisions.
2. All students benefit from an integrated system of academic and applied learning, based on rigorous expectations and standards, throughout their school experience.
3. All students and teachers place the highest priority on students' attainment of literacy at levels that will serve them throughout their lives as productive citizens and lifelong learners.
4. Rigorous data analysis drives educational decisions and resource allocation and contributes to continuous improvement.
5. A partnership between education (K-16), business and industry enriches both sectors and informs all students' educational experience.

Vision Area, Strategies and Action Steps

Vision Area #1: A Student-Centered Education

The learning and development needs of students govern educational decisions.

Vision:

We embrace the natural learning capacity and desire for authentic learning that each learner brings to our educational community. We commit ourselves to our students, learning from them and with them, knowing where their passion and talents lie, and providing an environment in which their skills, knowledge, and commitment to life-long learning can grow.

Correlates with *Promising Futures* Core Principles:

Core Principle 1: A safe, respectful and caring environment.

Core Principle 2: High universal expectations with a variety of learning opportunities.

Core Principle 5: Equitable and democratic practices.

Core Principle 6: Coherence among mission, goals, actions, and outcomes.

Maine's CTE schools are small learning communities by virtue of their size and their commitment to student learning. Such communities enable teachers to focus instruction around student learning styles, interests and abilities and to develop a personal relationship with their students as suggested by the *Bringing Successful Practices to Scale* initiative. CTE schools already have a strong base upon which to expand their student-centered focus.

System Design Elements, Strategies, and Action Steps:

Student Centered Education: Design Element A. Educational Practice:

1. *Every student benefits from a Personalized Learning Plan (PLP – see Promising Futures, Core Practice 6, p. 22) that:*

- *ensures collaboration among students, parents, sending schools and CTE centers;*
- *is supported by a student portfolio;*
- *accounts for both academic and technical skills attainment, including literacy; and*
- *drives transitional services and plans.*

Strategy 1. Develop common format and implementation plans for PLPs that result in differentiated instructional strategies based on student needs and student access to the best programs.

Strategy 2. Ensure that CTE and sending-school teachers receive training in PLP development and implementation.

Strategy 3. Develop and implement protocols addressing:

- Coordination of implementation strategies among schools;
- Commitment to the development of a quality PLP for each student;

Vision Area #1: A Student-Centered Education

- Common format, statewide, for PLPs; and
- Ongoing evaluation and amendment.

Strategy 4. Promote these strategies for support and understanding and involve students who can attest to the value of PLPs.

Action Step a) (Strategies 1-4) CTE centers and regions work with their sending schools to develop and implement PLPs for students. *CTE directors, with Shelley Reed and Susan Johnson, DOE, as resource persons, start in March 2005*

2. All schools implement (K-12) Comprehensive Guidance Plan per new state model.

Strategy 1. CTE participates in development and implementation (student services).

Action Step a) Ensure CTE representation on statewide Comprehensive Guidance Program Committee. *MAVEA, start in November 2004*

Action Step b) CTE student services directors and CTE staff develop working partnerships with affiliated schools' guidance counselors to implement the comprehensive guidance model. *Shelley Reed, MAVEA, start in September 2005 or TBD*

Strategy 2. Enable Comprehensive Guidance services in Essential Programs and Services that promote integration between CTE and sending schools.

Action Step a) CTE centers and regions work with the MDOE staff and the Maine Education Policy Research Institute to develop an EPS model. *Yvonne Davis, Joanne Allen, David Silvernail, start in August 2005*

3. All secondary schools implement collaborative (inclusive of students) decision-making models, to include school governance and program implementation.

Strategy 1. Schools (staff, students) receive training in collaborative decision-making models).

Action Step a) Identify best practices. *Susan Johnson, Great Maine Schools Project, Legislative Youth Council, start in February 2005*

Action Step b) Train DOE, CTE staff. *Don Cannan, Patrick Phillips and Great Maine Schools Project, start in October 2005 and ongoing*

Action Step c) Involve CTE SOs such as Skills USA, HOSA, DECA, FFA, etc. *Don Cannan, start in March 2005 and ongoing*

Student Centered Education: Design Element B. Leadership:

Educational leaders emphasize and promote the vision of a student-centered educational system, thereby increasing young people's aspirations, engagement, contributions, and sense of being valued.

Vision Area #1: A Student-Centered Education

Strategy 1. Create a statewide campaign to include students in local and state civic activities.

Action Step a) Link with Citizenship Education Task Force to share resources and promote common vision for youth involvement. *Lora Downing, DOE, start in September 2005*

Strategy 2. Connect with “Learn and Serve” and other programs of the Corporation for National and Community Service.

Action Step a) Share service learning concepts with MAVEA and the field. *Lora Downing, DOE, start in September 2005 and ongoing*

Strategy 3. Identify “best practices” models and develop grants for creating models of student-centered education.

Strategy 4. Disseminate best practices as called for in Promising Futures Core Principle #5: Equitable and Democratic Practices.

Strategy 5. Identify incentives to achieve student inclusion: e.g., the Perkins Act, scholarships, internships, and awards.

Strategy 6. Promote innovation and student involvement.

Action Step a) (Strategies 3-6): CTE center and region leaders include these strategies in their planning discussions. *MAVEA CIA Committee, start in January 2005*

Action Step b) Promote use of service learning in CTE programs, and train on distinction between community service and service learning. *Lora Downing and KIDS Consortium, start in January 2005 and ongoing*

Action Step c) Recognize CTE student involvement in service learning. *Lora Downing and KIDS Consortium, Celebrations Committee, start in January 2005 and ongoing*

Strategy 7. Enhance non-traditional enrollment.

Action Step a) Rewrite DOE Rule Chapter 232 and the Perkins state plan to require CTE schools to develop methods of improving access and equity, including enhancing non-traditional enrollment. *Yvonne Davis, start in August 2005*

Student Centered Education: Design Element C. Professional Development:

All teachers use instructional strategies that meet the development and learning needs of individual students.

Strategy 1. Establish a training program in instructional strategies, including individualized and differentiated instruction (developmentally appropriate), multiple

Vision Area #1: A Student-Centered Education

intelligences, learning styles and temperaments, literacy issues, universal design, and accounting for personal interests and passion. Training should account for student involvement in the creation and implementation of the plan, how the teacher and the student should work together related to the PLP, and what mutual roles and responsibilities should pertain.

Strategy 2. Identify and promote best practices and models; pilot inclusion models: select one or two initiatives, capture learning, and develop coaching/training resources.

Action Step a) (Strategies 1-2): Encourage state, regional, and local professional development programs to include strategies to: a) meet the development needs of all students and b) encourage students' involvement in decision-making. *Yvonne Davis, John Stivers, Patrick Phillips, MAVEA and CISE staffs, start in October 2004 and ongoing*

Student Centered Education: Design Element D. Regulation and Policy:

Students participate in developing policies and procedures in local SAUs and centers, stakeholder groups, and statewide initiatives.

Strategy 1. Promote youth inclusion policies that support student participation in developing policies and procedures; employ a network of CTE student organizations to engage and represent students in statewide initiatives; establish a recognition program.

Action Step a) Work with CTE student organizations to promote student involvement in governance and decision-making in various organizations. Identify best practices and pilot inclusion programs. *Yvonne Davis and CTE staff, start in March 2005*

Vision Area #2: Integration

Vision Area #2: Integration

All students benefit from an integrated system of academic and applied learning, based on rigorous expectations and standards, throughout their school experience.

Vision:

All secondary learning institutions, including CTE and sending schools, encourage and support the integration of rigorous and relevant career, academic, inter-personal, technical, and life skills with applied learning models in all aspects of the teaching and learning process, for all students at all grade levels. Thus we ensure the greatest probability of success in our students' personal and professional lives. In appreciation of each individual's strengths, interest, and limitations, our schools support all students in building social, academic, and technological literacies that will serve them throughout their lives.

Note: This area now includes many strategies originally suggested as a separate area, "Rigorous Expectations."

Correlates with *Promising Futures* Core Principles:

Core Principle 1: A safe, respectful and caring environment.

Core Principle 2: High universal expectations with a variety of learning opportunities.

Core Principle 3: Understanding and actions based on assessment data.

Core Principle 4: Teacher practice which values and builds upon the contributions and needs of each learner.

Core Principle 5: Equitable and democratic practices.

Core Principle 6: Coherence among mission, goals, actions, and outcomes.

The State Advisory Committee on Career and Technical Education and the Stakeholder Groups all agree that there is an urgent need to build an integrated, collaborative, dynamic educational system that provides opportunities for all Maine students. Thus Maine will achieve the vision that each Maine student graduates from high school college ready and able to meet the challenges of a technology-based economy. The Committee also recognized that total integration is a long-term transformational process. CTE programs must continue to educate students as schools transform. Therefore, short-term strategies must be in place to accommodate the educational needs of students as well as the demands of postsecondary institutions and the workplace as this process evolves. The strategies for integration outline short and long-term actions that will address existing structural barriers that may hinder progress toward the ultimate goal of integration.

System Design Elements, Strategies, and Action Steps:

Integration: Design Element A. Educational Practice:

CTE instructors, in partnership with their affiliated high school teachers, understand and deliver academically and technically rigorous curricula and assess student achievement of

Vision Area #2: Integration

MLR and technical skills according to rigorous technical criteria. Collaboration builds a bridge between CTE schools and high schools and informs the long-term integration process through collection and dissemination of models and best practices. Sending schools share the responsibility of ensuring successful integration in all respects.

Strategy 1. Promote integration with local high school reform efforts underway, including; Promising Futures, Center for Inquiry on Secondary Education (CISE), Great Maine Schools, etc.

Action Step a) Define core CTE curriculum, including both academic and technical outcomes:

- i) Form CTE/LAS workgroup by September 1 and report preliminary findings at October 8, 2004 conference. *Patrick Phillips*
- ii) Update Warranted List. (The Warranted List consists of the MLR performance indicators that the CTE schools teach and assess as part of their programs of study.) *John Stivers and CTE consultants, CTE teachers, start in February 2005*

Action Step b) Form workgroup, including MAVEA CIA Committee, DOE, sending-school teachers, and CTE teachers. *John Stivers, start in August 2005*

- i) Decide which technical standards level to use (state or national).
- ii) Develop and implement guidelines for academic integration into CTE programs.
- iii) Create implementation plan for guidelines.
- iv) Train teachers.

Action Step c) High School Summit Group continues meeting to identify collaborative activities toward greater integration. *Patrick Phillips and Secondary Collaborative, start in January 2005 and ongoing*

Strategy 2. Engage academic teachers to work with CTE program instructors and students to deliver integrated and supportive instruction, curriculum, and assessment that enhance academic rigor and MLR coverage.

Action Step a) Include support for strengthening academic content in CTE programs and through more integrated efforts with sending schools and districts through an Essential Programs and Services model and revision of Chapter 232. *Yvonne Davis (EPS, start in August 2005) (Chapter 232, start in August 2005, complete by April 2006)*

Action Step b) Review certification rules to support integration. *Yvonne Davis, Nancy Ibarguen, start in May 2005 and ongoing*

Action Step c) CTE centers engage academic teachers from their sending schools to collaborate on program and curriculum design, enhancing the presence of academics in the technical curriculum, and to develop units and models that inform integration efforts over time and suggest best practices and models for future structural integration. *Local schools, start in May 2005 and ongoing*

Vision Area #2: Integration

Action Step d) A cadre of academic teachers employed in CTE schools and sending schools will work together to achieve common statewide integration goals and practices. *MAVEA, Curriculum Committee, MPA, John Stivers, Jean Lawrence and group, start in May 2005 and ongoing*

Integration: Design Element B. Program Design:

Program design accounts for rigor and relevance in CTE schools and high schools, and expectations of CTE teachers and students are clear with respect to MLR and technical standards. All schools develop curricula that ensure alignment of academics, Personal Learning Plans (PLPs), career/professional content and orientation, business and economic development influences, and higher education.

Strategy 1. Develop core CTE program curricula comprising career interests, technical content and academics: i.e.

- Use technology to perform workplace tasks and projects;
- Demonstrate understanding of technical concepts, principles and procedures;
- Read, understand and communicate in the language of their career fields; and
- Use mathematical reasoning and understanding to solve problems in a career field.

Short-term strategies, CTE-based:

Strategy 2. Clarify and enable direction on national or industry vs. state technical standards.

Strategy 3. Identify, adapt, or develop integrated curricula.

Action Step a) (Strategies 1-3) Design exemplary integrated programs/models – promote specific models by 2006-07 school year. *Yvonne Davis, DOE, CISE, Great Maine Schools, start in September 2005*

Action Step b) Continue developing CTE program quality standards, including industry benchmarks, and complete rule making (Ch. 232). *Yvonne Davis, start in August 2005, complete by April 2006*

Action Step c) Identify and assimilate past related efforts and findings into foundational document, to include DACUMs, PATHS integration research, Warranted Lists, etc.). *John Stivers, Jack Hoesch, Bill Cassidy, etc., start in June 2005*

Strategy 4. Clarify the role and extent of academics in CTE programs.

Action Step a) Participate in the Local Assessment System Implementation Study (LASIS) in 2004-2005 to study the effects of the current LAS on CTE students. *Pam Rolfe, John Stivers, UMO, beginning in November 2004*

Vision Area #2: Integration

Action Step b) Conduct action research with several CTE centers and regions and their affiliated school units to determine current possibilities for CTE participation in sample LASs given LAS Guidelines. *John Stivers, Pam Rolfe, start in November 2004*

Action Step c) Use the action research to develop action plans that assure the greatest collaboration between CTE and sending schools so that the CTE work will be accepted as part of the Local Assessment Systems. *John Stivers, Pam Rolfe, start in April 2005 and ongoing.*

Action Step d) Align language in statute and rule related to MLR in the CTE programs and the Local Assessment System (LAS). *John Stivers, DOE, start in December 2004*

Action Step e) Create “Guidelines for Academic Integration in CTE Programs.” *John Stivers and Pam Rolfe, start in January 2005*

Action Step f) Develop Version 2 of CTE Program Warranted Lists of MLR. *John Stivers, start in February 2005*

Action Step g) Develop Curriculum Instruction and Assessment for warranted list of MLR. *John Stivers, start in June 2005, complete by 2008*

Action Step h) Develop and implement Content Area Literacy program over next two school years (2004-05 – 2005-06) in all CTE programs. *Tim Hathorne, MAVEA Curriculum Committee and CISE, start in October 2004, complete by June 2006*

Long-term strategies:

Strategy 5. Explore, identify, and/or develop various models, such as interdisciplinary looping teams or multi-grade teams, magnet schools, career cluster approaches, pathways, etc, all leading to incorporating integrated academic and career/technical curricula. *See addendum for some models.*

Strategy 6. Enhance CTE integration throughout MLR content areas as appropriate; create career/work-related performance indicators and related performance-based assessments in all content areas.

Strategy 7. Consider and implement structural, system-wide integrated education models per vision, with strong higher education, business, and economic development participation in program design.

Action Step a) **(Strategies 5-7)** Design by career cluster/area of interest/thematic approach with an increasing focus on careers through grade level progression (wide focus grade 9, specialize by grade 12, with post-secondary education path). *Middle School guidance counselors, teachers and principals, Yvonne Davis, John Stivers, Lora Downing, Anita Bernhardt, MAVEA, adult education, community colleges, and businesses, start in September 2006*

Vision Area #2: Integration

Action Step b) Work with NEASC to include affiliated CTE schools in the accreditation process for Maine High Schools. *Patrick Phillips, Jackie Soychak, Yvonne Davis, John Stivers start in January 2005, complete by January 2006*

Action Step c) Encourage pilot experimentation on partnerships and other structures/models that integrate CTE and academics through grants and other means. *Susan Gendron, Patrick Phillips, John Fitzsimmons, Joseph Westphal, Jackie Soychak, Adult Education, MAVEA, MPA, CISE, Great Maine Schools, start in September 2005 and ongoing*

Action Step d) Charge a new group, including the Maine Department of Education Secondary Collaborative, MPA, and MAVEA, to identify, evaluate, and recommend models for implementation leading to secondary school transformation and create external stakeholder advisory group, as appropriate. *MDOE Secondary Collaborative, ongoing: determine specific charge and group membership, start in January 2005. External advisers may include: Sue Dowling; Deb Guimont, Ronda Lecompte, Todd Fields, Al Dickey, and other stakeholders such as businesses and other TBD*

Integration: Design Element C. Leadership:

Educational and business leaders at all levels value integrated curriculum in all program areas and promote this vision statewide.

Strategy 1. Promote the need for change and integration at state, regional, and local levels. Promote our fundamental beliefs, values, and attitudes, and then suggest how to make the changes.

Action Step a) Identify specific state and local opportunities to promote integration of academics in all CTE program areas. Include high school principals in particular, and emphasize the rationale for change and the value to all stakeholders. *Yvonne Davis, John Stivers, Tim Hathorne, Don Cannan, Susan Johnson, Norm Higgins, Secondary Collaborative, start in December 2004*

Action Step b) Develop a communications plan, to include conferences, list-serves, newsletters, affiliations, etc. *Yvonne Davis, Patrick Phillips, Elaine Briggs, Meg Harvey, and DOE Secondary Collaborative, start in May 2005*

Action Step c) Provide “How to lead toward transformational change” training for MAVEA and MPA, to include this vision (as “requirement”). *Yvonne Davis, Todd Fields, MAVEA, start in November 2005*

Strategy 2. Ensure integration with *Learning Results* general work, and the *Learning Results* revisioning process, within the department and with stakeholders.

Action Step a) Educational leaders shall encourage and support the continued alignment of MLR with individual program competencies for all program areas. *Susan Gendron, Patrick Phillips, start in October 2004 and ongoing*

Vision Area #2: Integration

Strategy 3. Develop incentive grant programs to encourage further high school/CTE integration, at schools or through school partnerships based on criteria and outcome measures that assure alignment with state expectations and goals.

Action Step a) Maine Department of Education staff works with curriculum integration stakeholders to take advantage of enabling grant opportunities. *DOE, CISE, Great Maine Schools and MAVEA Curriculum Committee, start in January 2005 and ongoing*

Integration: Design Element D. Structure:

Facilities and other structural elements reflect and promote a commitment to curriculum integration.

Strategy 1. Charge a new group, including the Maine Department of Education Secondary Collaborative, MPA, and MAVEA to identify, evaluate, and recommend models for implementation leading to secondary school transformation and create external stakeholder advisory group, as appropriate.

Strategy 2. Establish common scheduling and unified professional development activities among CTE centers and affiliated units, as well as collaborative curriculum and assessment development.

Action Step a) (Strategies 1-2): Implement MAVEA long-range plan. *DOE and MAVEA, start in January 2005 and ongoing*

Action Step b) Complete rule-making process for common regional calendars. *Yvonne Davis, start in October 2004, complete by May 2005*

Strategy 3. Enhance SISME, CTE's student information system, to include student performance data on literacy and other aspects of integration.

Action Step a) Determine and develop related SISME capabilities and protocols. *SISME steering committee and MAVEA Curriculum Committee, start in January 2005 and ongoing per relevant developments*

Strategy 4. Ensure that the Essential Programs and Services (EPS) model supports CTE/Academic integration and bold new models that support this vision.

Action Step a) Form MAVEA EPS ad hoc committee to inform EPS process. *including Mark Powers, Todd Fields, Joanne Allen, Alan Dickey, and Yvonne Davis, start in August 2005*

Integration: Design Element E. Relationships:

Strategy 1. Promote CTE/HS integrated vision and intentions with major educational stakeholders over the next year (CTE-MAVEA, Maine School Management Association, Maine Principals' Association, Maine LEAD, guidance groups, Maine Math and Science Alliance, Maine Administration of Services for Children with Disabilities, etc.).

Vision Area #2: Integration

Action Step a) Make presentations regarding vision to identified groups at regional and statewide conferences. *Susan Gendron, Patrick Phillips, start in October 2004 and ongoing*

Strategy 2. Engage the Center for Inquiry on Secondary Education, Great Maine Schools, post-secondary education, etc. to achieve integration over time.

Strategy 3. Enhance integration among Maine Department of Education Standards, Assessment, and Regional Services Team, CTE Team, Adult Education, and other interdepartmental teams.

Action Step a) (Strategies 2-3): DOE convene meetings with DOE staff and CISE to begin discussions on identification, development, and implementation of integration activities. *Patrick Phillips, start in July 2004 and ongoing*

Action Step b) CTE educators join their affiliated districts' staffs to attend January 24 and 25, 2005 symposium on the future of education. Ask for this participation in the Commissioner's letter announcing the symposium. *Patrick Phillips, start in December 2004*

Action Step c) Invite SARS consultants to Skills USA conference in March 05 and to other related events (HOSA, FFA, etc.). *John Stivers, start in November 2004*

Action Step d) Invite SARS consultants to tour CTE centers in their regions. *DOE, CTE team and CTE directors, start in November 2004 and ongoing*

Action Step e) Expand career pathways, dual credit, and early college options. *Susan Gendron, John Fitzsimmons, Yvonne Davis, and Gary Crocker, start in November 2004 and ongoing*

Strategy 4. Expand core-academic representation on CTE Advisory Committee.

Action Step a) Identify academic representatives and appoint to SACCTE. *Susan Gendron and Implementation Committee, start in December 2004*

Integration: Design Element F. Access and Equity:

Strategy 1. Ensure effective and frequent articulation, co/dual enrollment with higher education.

Action Step a) Re-write Chapter 232 of the DOE Rules and the Perkins State Plan to require CTE schools and post-secondary educational institutions to develop methods of integrating programming, improving seamless transitions, dual enrollment and articulation, etc. *Yvonne Davis, start in August 2005, complete by April 2006*

Action Step b) Work with Maine Community College System Tech Prep coordinators to create goals for, and to plan and implement, an enhanced articulation/Career Pathways/early college/dual enrollment initiative. *Yvonne Davis, start in March 2005*

Vision Area #2: Integration

Integration: Design Element G. Professional Development:

Strategy 1. Ensure alignment of vision/goals/realities with teacher preparation programs (general academic *and* CTE).

Action Step a) Form alliance with higher education organizations to ensure that curriculum design for teacher preparation programs includes courses that align with CTE school curriculum. *Yvonne Davis, Al Dickey and Greg Bazinet, start in February 2005 and ongoing*

Action Step b) Identify relevant pre-service institutions and programs and form a workgroup to contact the organization(s) identified and begin work on relevant curriculum. *CTE staff, Harry Osgood, start in May 2005*

Strategy 2. Develop and/or engage existing Literacy/Reading in the Content Area workshops, include School Based Learning Teams (SBLT).

Strategy 3. Encourage CTE instructors to expand their knowledge of academic disciplines related to their fields. Provide opportunities to access both pre- service and in-service academic courses related to their fields.

Action Step a) (**Strategies 2-3**) Convene the School Based Learning Teams and provide sessions on teaching literacy in the content area. *CTE/MAVEA/Center for Career Development, October 2004 through August 2005*

Strategy 4. Determine in-service professional development program to be commonly implemented inclusive of both CTE and high school staff, incorporating common calendar and regional innovations.

Action Step a) Form an ad hoc committee with Maine Principals Association (MPA), Maine School Management Association (MSMA) and Maine Association of Vocational Education Administrators (MAVEA) to determine program and innovations. *John Stivers, Mark Powers, Dick Durost, Ron Barker, Yvonne Davis, start in May 2005 and ongoing*

Integration: Design Element H. Regulation and Policy:

Strategy 1. Review and revise existing policies to facilitate integration.

Action Step a) Complete the rulemaking process on Chapter 232. *Yvonne Davis, start in August 2006*

Action Step b) Convene a workgroup comprised of MDOE staff, CTE practitioners and representatives from the Maine Education Policy Research Institute to begin working on the CTE model for Essential Programs and Services. This model will reflect the goals and objectives of the CTE Strategic Visioning Plan. *Yvonne Davis and Joanne Allen, start in August 2005*

Vision Area #2: Integration

Action Step c) Form a planning committee comprising MAVEA, adult education and community college representatives, then rewrite Perkins State Plan for CTE.
Yvonne Davis, start in March 2005

Vision Area #3: Literacy

Vision Area #3: Literacy

All students and teachers place the highest priority on students' attainment of literacy at levels that will serve them throughout their lives as productive citizens and lifelong learners.

Vision:

We support all students in achieving the level of literacy (prose, documentary, and quantitative) they need to be successful in their chosen field(s) of study. Explicit instruction in general literacy strategies and those specific to the discipline is central to the pedagogy and curriculum of all courses. We recognize students' strengths and prior knowledge and engage them in creating meaning and applying higher-order thinking skills. We regularly assess students' levels of literacy and use them to guide further instruction and support. Students regularly apply literacy skills as they research areas of interest, learn new concepts and skills, and solve real problems.

Correlates with *Promising Futures* Core Principles:

Core Principle 2: High universal expectations with a variety of learning opportunities.

The High Schools That Work model stresses literacy and numeracy:

“School leaders and more career/technical teachers at high-implementation schools understand that the purpose of high school career/technical education studies is to produce graduates who can demonstrate the following technical literacy knowledge and skills:

- use technology to perform workplace tasks and projects;
- demonstrate understanding of technical concepts, principles and procedures;
- read, understand and communicate in the language of their career fields; and
- use mathematical reasoning and understanding to solve problems in a career field.”

System Design Elements and Strategies:

Literacy: Design Element A. Educational Practice:

All students develop the skills necessary to interpret and apply both print and non-print materials used in their learning.

Strategy 1. Define “literacy” for the purposes of this plan.

Action Step a) CISE works with MAVEA Curriculum Committee to define “literacy” and will consider reading, writing, technological literacy, quantitative literacy – and relate to general academic fluency. *Norm Higgins, MAVEA Curriculum Committee, DOE Adolescent Literacy Committee and Statewide Adolescent Literacy Council, start in February 2005*

Strategy 2. Emphasize content specific literacy skills in all curriculum, instruction, and assessment, K-12.

Vision Area #3: Literacy

Strategy 3. All high school and CTE educators evaluate and refine their current course content and instructional program and incorporate best literacy practices.

Strategy 4. Educators use student literacy assessment data to adjust instruction at individual, class, and program levels.

Action Step a) (Strategies 2-4): Develop a comprehensive state plan K-12. Practices to be realized through Literacy Design Element F: Professional Development. *Norm Higgins and Statewide Adolescent Literacy Council, start in August 2005*

Strategy 5. Establish a common literacy assessment

Action Step a) Determine purpose for and adopt Lexile and/or other related standards and measures for CTE, statewide. *DOE, start in October 2004, complete by September 2005*

Action Step b) CTE uses common assessment tools (e.g. SRI) to assess student performance. *MAVEA, start in September 2005*

- i) Purchase software or other assessment tools;
- ii) Train test administrators;
- iii) Partner with CISE;
- iv) Provide systematic listing and scoring information; and
- v) Visit leading schools.

Literacy: Design Element B. Program Design:

CTE curriculum and instruction reflect revised Maine Learning Results (MLR) standards and evolving literacy demands of the workplace.

Strategy 1. Ensure that CTE educators and representatives of business and industry participate in the review of MLR.

Strategy 2. Upon completion of MLR review, ensure that local curriculum and instruction is aligned.

Action Step a) (Strategies 1-2): Support the revision of the MLR. *Patrick Phillips, Susan Gendron, start in December 2004 and ongoing*

Literacy: Design Element C. Leadership:

Educational leaders emphasize literacy skill development for all students and provide for collaboration and coordination among educators.

Strategy 1. Encourage CTE advisory boards to include, as a regular agenda item, analysis of student literacy achievement data and improvement of literacy development programming.

Vision Area #3: Literacy

Strategy 2. Engage state-level leadership groups (conferences, institutes, etc.) in the promotion of the vision and build awareness of the need for formal literacy programs.

Action Step a) (Strategies 1-2): Plan professional development program on literacy education. *MAVEA Curriculum Committee meets with CISE, start in February 2005*

Action Step b) Promote literacy initiative through support of Promising Futures Academies and with major stakeholder groups such as the Maine School Management Association, the Maine Principal's Association, etc. *CISE, MAVEA, Secondary Collaborative, start in December 2004 and ongoing*

Action Step c) Include "literacy in the content area" as part of Chapter 232. *Yvonne Davis, start in August 2005, complete by April 2006*

Strategy 3. State-level leaders and policy makers develop rules and regulations that remove barriers inhibiting implementation of the vision.

Action Step a) Review and revise existing laws, regulations, and policies to support realization of the vision. *Susan Gendron, State Board of Education, and Yvonne Davis, start in August 2005, complete by June 2006*

Literacy: Design Element D. Students and Student Services:

CTE schools provide student services that account for the range and diversity of literacy skills required of all students for success in the 21st-century workplace.

Strategy 1. Student services staff shall engage in professional development that provides CTE teachers the knowledge and skills to create personalized educational programming and career counseling services.

Action Step a) Convene SBLTs and provide decisions on creating personal learning plan (PLP) and career counseling services. *CTE, MAVEA and CCD, start in September 2005*

Strategy 2. Student services staff shall establish working relationships with area business and industry representatives to remain current in the literacy demands of the workplace.

Action Step a) Encourage all instructors to convene their program advisory committees on a regular basis and discuss literacy demands as they pertain to their specific technical program. *MAVEA, CTE instructors, start in May 2005 and ongoing*

Literacy: Design Element E. Relationships:

CTE and sending high schools create the connected relationships necessary to ensure content specific literacy, with a deep appreciation and respect for the importance of literacy in their

Vision Area #3: Literacy

content areas. Cooperative and program advisory boards understand the importance of literacy and support related activities.

Strategy 1. CTE and high school teachers shall identify and use common assessment tools to determine/diagnose each student's general and content specific literacy. Monitor State of Maine Board of Education's regional diagnostic assessment programs.

Strategy 2. CTE and high school teachers shall develop processes to share assessment data and modify instruction based on findings of the data.

Strategy 3. CTE and high school teachers shall engage in common/shared professional development. *Promising Futures, administrators, etc.*

Action Step a) (Strategies 1-3) Host high school teachers at CTE schools to develop joint adolescent literacy initiatives. *Norm Higgins, CISE, MAVEA Curriculum Committee, start in May 2005 and ongoing*

Action Step b) Use ATM or other technology resources as a delivery method for follow-up literacy meetings. *Local schools/teachers, start in June 2005 and ongoing*

Strategy 4. CTE cooperative and program advisory boards shall be educated about and, as appropriate, educate CTE educators about, literacy in the technical program content areas, and local and statewide initiatives.

Action Step a) CTE team presents at board meetings to create awareness, communication and cooperation. *Local teams, start in February 2005 and ongoing*

Strategy 5. Assure that effective literacy instruction is a component of supervision and evaluation.

Action Step a) Provide professional development to administrators to evaluate instructional effectiveness of literacy programs. *CISE, MAVEA Curriculum Committee, start in May 2005 and ongoing*

Literacy: Design Element F. Professional Development

CTE centers across Maine provide high quality literacy programming by offering professional development in literacy.

Strategy 1. MAVEA identifies literacy development as a high priority action area for all CTE centers in *all* regions of Maine.

Strategy 2. Effective program delivery options are employed to provide professional development in literacy across Maine.

Action Step a) (Strategies 1-2): Promote and provide professional development in literacy education using School-based Learning Teams (SBLTs). *DOE and MAVEA, start in October 2004 and ongoing*

Vision Area #3: Literacy

Action Step b) Create CTE Literacy plan. *Norm Higgins, CISE, start in January 2005*

Action Step c) Form think tank to define literacy and form the literacy plan leading to Task Force in Spring 2005. *CISE, start in October 2004*

Action Step d) Adolescent literacy is a key theme in statewide summit. *Norm Higgins, start in December 2004*

Action Step e) Adolescent literacy is one of three key strands with Core Curriculum and laptops at Spring Forum. *Bette Manchester and Norm Higgins, start and end on March 31, 2005*

Action Step f) Develop RFP to support CTE centers on high school/CTE collaboration to include literacy. *CISE, start in November 2004, end in March 2005*

Action Step g) Promising Futures Summer Academy is open to all high schools and CTE schools and focuses on the relationship between technology and literacy. *Norm Higgins, start in January 2005, end in August 2005*

Action Step h) Introduction to adolescent literacy – Three regional professional development series. *Norm Higgins, start in April 2005*

Action Step i) Research on literacy work in Maine schools. *Norm Higgins, January 2005 and ongoing*

Literacy: Design Element G. Structure

CTE centers have the resources necessary to further literacy in the technical content areas.

Strategy 1. Consider the staffing implications of the emphasis on literacy – e.g., hiring and/or coordinating with literacy specialists. Long-term actions include the following:

Action Step a) Make literacy education a statewide initiative. *DOE, MAVEA and CISE, start in October 2004 and ongoing*

Action Step b) Ensure that CTE centers serve as hubs for literacy efforts. *DOE, MAVEA and CISE, start in May 2005 and ongoing*

Action Step c) Ensure that PLPs account for literacy development. *DOE, MAVEA and CISE, start in September 2005 and ongoing*

Action Step d) Match Lexile and/or other literacy levels with career track and educational performance. *DOE, MAVEA and CISE, start in June 2005 and ongoing*

Action Step e) Determine where and how to teach literacy more effectively. *DOE, MAVEA and CISE, start in February 2005 and ongoing*

Vision Area #4: Data Analysis

Rigorous data analysis drives educational decisions and resource allocation.

Vision:

All decisions and allocations of resources are based on rigorous analysis of relevant data to ensure that all Maine students benefit to the fullest extent.

Correlates with *Promising Futures* Core Principles:

Core Principle 3: Understanding and actions based on assessment data.

The research on the 30 great schools initiative (*Bringing Successful Practices to Scale*) showed that teachers used data to “analyze where students’ present performance levels are, how those performance levels compare to the instructional materials students use in the classroom, and the performance levels required by students once they graduate from high school.”

System Design Elements, Strategies, and Action Steps:

Data Analysis: Design Element A. Educational Practice:

Instruction reflects students’ individual learning styles, aptitudes, interests, and achievement levels based on relevant data.

Strategy 1. Based on research data, enhance instructional practice to reflect students’ individual learning styles, aptitudes, interests, and achievement levels.

Action Step a) Develop a comprehensive student assessment system, including SISME, which supports individual student and programmatic success. *MAVEA and DOE, start in May 2005; implementation by May 2006*

Consider:

- i) Incoming student data and student exit data;
- ii) Ongoing use of data to inform the instructional process and align resources to support continuous improvement; and
- iii) Ability to aggregate and disaggregate data into various sub-categories.

Data Analysis: Design Element B. Program Design:

Curriculum development is informed by a variety of assessment data and consultation with partners, and is aligned with student interests and business/post-secondary requirements.

Strategy 1. Establish rigorous program benchmarks, accounting for characteristics, standards and outcomes. These include: skills based on national industry standards,

Vision Area #4: Data Analysis

academic outcomes, graduation rates, postsecondary and career success, and collaboratively determined outcomes.

Action Step a) Design and implement a systematic approach (design SISME) for the aggregation and disaggregation of data to inform individuals and programs in support of continuous improvement. *MAVEA, Charlie Hartman, start in January 2005, end in August 2005*

Strategy 2. Use student success in higher education and in the marketplace as a measure of program efficacy.

Action Step a) Develop and implement 1, 3, and 5-year graduate follow-up protocol; define in Perkins plan. *Yvonne Davis and Charlie Hartman, start in December 2004, end in June 2005*

Action Step b) Create clearing house or related data sharing protocol and organize in a useful way related to stakeholder interests. *MDOE MIS, Charlie Hartman and the Curriculum Resource Center of Maine, start in June 2006*

Action Step c) Collect, analyze, and use data in a timely manner to allocate and re-allocate resources, both human and financial, to ensure continuous improvement in all students. *Yvonne Davis, start in December 2004 and ongoing*

Strategy 3. Review course offerings annually to determine if they are meeting labor market needs.

Action Step a) Review labor market information supplied by MDOL. *CTE directors, start in July 2005 and annually*

Action Step b) Meet annually with Program Advisory Committees (PAC) to identify needed changes in course offerings. *CTE instructors and PAC members, start in September 2005 and ongoing*

Data Analysis: Design Element C. Leadership:

State and local leaders use data to foster a climate of educational innovation.

Strategy 1. Establish policies that encourage, not constrain, innovation and flexibility.

Action Step a) Provide leadership at state and local levels to foster a climate of innovation regarding data-driven continuous improvement. *Susan Gendron, superintendents, principals, CTE directors, start in January 2005 and ongoing*

Action Step b) Ensure that new or existing policies, regulations, and laws allow for related, effective collection and sharing of relevant data. *Susan Gendron, Jim Rier, Yvonne Davis, start in August 2005 and ongoing*

Vision Area #4: Data Analysis

Data Analysis: Design Element D. Relationships:

All constituencies – CTE programs/centers, sending schools, parents, students, state leaders, post-secondary educators, employers – share data regarding student progress and accomplishments.

Strategy 1. Enhance MEDMS to incorporate data analysis among education partners and experiences for *all* students, K-16.

Action Step a) Establish a mechanism to ensure the ongoing collection, analysis, and dissemination of data to stakeholders for the purpose of continuous improvement. *Jim Rier, Charlie Hartman, start in January 2005 and ongoing*

Strategy 2. Ensure that data collected can allow multi-level coordination and continuity, K-16 (articulation, early college, etc).

Action Step a) Establish a partnership with stakeholders to collect, analyze, and disseminate data in order to support continuous improvement for all students. *Yvonne Davis, John Stivers, Meg Harvey and Charlie Hartman, start in June 2005*

Action Step b) **(Strategies 1-2):** Share assessment data with all stakeholders, including CTE program staff, center and region directors, students, parents, cooperative board members, superintendents of sending school districts, etc. *CTE Team, MAVEA, start in September 2005 and ongoing*

Action Step c) **(Strategies 1-2):** Enable SISME and MDOE data platforms to share information (MEDMS, EF-V 116, 121, etc.). *Charlie Hartman, MDOE MIS, start in January 2005, end in August 2006*

Data Analysis: Design Element E. Professional Development:

Professional development programs and activities target key areas and measure progress, based on a wide variety of data sets and sources.

Strategy 1. Align professional development curricula with state and local goals and objectives.

Action Step a) Provide time for professional development outside the school day/year to minimize adverse impact on student learning time. *Susan Gendron, MPA, MSMA – local school administrator, start in August 2005 and ongoing*

Action Step b) MAVEA consults with DOE/MEA to stay current and relevant with ongoing initiatives. *CTE Team, MAVEA, start in January 2005 and ongoing*

Action Step c) CTE staff receives training on best practices on using data to improve instruction and assessment. *School-Based Learning Teams, MAVEA Curriculum Committee, start in September 2006, end in June 2007*

Vision Area #4: Data Analysis

Strategy 2. Provide ongoing staff development in data collection and analysis.

Action Step a) Contract with service providers to develop and deliver relevant Training. *Jim Rier, MAVEA and SISME, start in June 2005 and as needed*

Action Step b) Build a capacity for staff to collect and analyze data and to make informed, data-driven decisions about individuals, groups, and programs. *(CCQUIMS, CAR) Yvonne Davis, Margaret Harvey Charlie Hartman, start in August 2005*

Action Step c) Ensure that professional development addresses ethical and responsible behaviors in collecting, analyzing, and distributing data. *DOE, start in June 2005 and as needed*

Action Step d) Explore possibilities to pool and integrate staff development funds to develop models for the collection and analysis of data that support continuous improvement. *MPA, MAVEA, DOE, start in June 2005 and ongoing*

Action Step e) Provide time for professional development outside the school day/year to minimize adverse impact on student learning time. *Susan Gendron, local school administrators, MEA, MPA, MSMA, start in August 2005 and ongoing*

Vision Area #5: Partnership

Vision Area #5: Partnership

A partnership between education and business and industry enriches both sectors and informs all students' educational experience.

Vision:

A collaborative partnership of education (K-16), business, and industry creates a highly responsive and flexible relationship that meets the demands of an ever-changing environment through shared resources and technological links. CTE is an incubator for products and processes, and business is an incubator of CTE programs, with training sites shared among businesses, industries and education. Collaboration among academic and CTE teachers and those in business and industry creates a two-way street for all across the whole educational spectrum.

Correlates with *Promising Futures* Core Principles:

Core Principle 5: Equitable and democratic practices.

“Successful school-business partnerships start with matchups among entities that share potential benefits from advancing the prospects of students and adding practical value to their educational experiences. Obviously, there is much to be gained by bringing prospective partners together for the benefit of the community at large.” *Education as a Business Investment*, Willard R. Daggett, EdD, Benedict Kruse, Gary M. Fields, PhD

System Design Elements, Strategies, and Action Steps:

Partnerships: Design Element A. Leadership:

Proactive collaboration informs the leadership among educators, business leaders, and economic development practitioners, who share a statewide vision of Maine's future and are committed to transformation in education and its effect on Mainers.

Strategy 1. Develop a marketing/information-sharing plan.

Action Step a) Identify partners – Establish the venue for partnerships, then issue a joint invitation to a statewide meeting. *DOE along with Maine School Management Association and Maine Principals' Association, start in June 2005*

Action Step b) Convene a planning committee for the meeting. *DOE along with MSMA and MPA, start in March 2005*

- i) Identify return on investment (for partners);
- ii) Explain the need for partnerships—why is it important;
- iii) Describe the roles of the partners;
- iv) Identify the protocols for the partnerships.

Action Step c) Obtain support of the Governor and Legislature. *Susan Gendron, start in February 2005*

Vision Area #5: Partnership

Action Step d) Research successful practices around the state, region and country, and put best practices on web sites. *DOE and local schools, start in March 2005 and ongoing*

Strategy 2. Expand local program advisory committees to include broad participation by new and emerging businesses and related fields, and clarify roles and responsibilities of program advisory committees to ensure their efficacy.

Action Step a) Include related expectations in revision of DOE Rule Chapter 232 with input from advisory board representatives and other partners. *Yvonne Davis, start in April 2006*

Partnerships: Design Element B. Structure:

Financial arrangements, facilities, and committees are aligned with the vision for education and economic development in Maine and serve as enhancements to more effective partnerships, which in turn strengthen the educational structure.

Strategy 1. Establish a fast-track approval for CTE programs that align with state and regional economic development priorities.

Strategy 2. Make regulatory changes to foster more effective partnerships (e.g., Perkins State Plan, Chapter 232 of DOE rules).

Action Step a) **(Strategies 1-2):** Revise Chapter 232, to include fast-track program approval for Programs that meet economic development priorities, and expansion of program advisory committees. *DOE, start in August 2005, end in April 2006*

Strategy 3. Develop more cross-representation on key boards and committees, locally and statewide.

Action Step a) Convene a work group to establish a protocol for organizing a contact list and calendar so that educators know when business/economic development groups meet. Disseminate list/calendar to educators and local schools. *Meg Harvey, start in May 2005 and ongoing*

Strategy 4. Develop training opportunities to be shared across business/industry and education.

Action Step a) Provide opportunities for all students and educators to access mentors or mentoring relationships in the community. *Local schools, with the Maine Mentoring Partnership, start in September 2005 and ongoing*

Vision Area #5: Partnership

Partnerships: Design Element C. Relationships:

Relationships between people in business/industry and educators are highly responsive and flexible. These relationships are felt in levels of local government that affect the educational system, including local school boards, town councils, etc.

Strategy 1. Ensure the involvement of business and industrial leaders in the educational community.

Action Step a) Identify state associations that relate to cluster groups—match associations to programs at CTE schools. (See page 36 for partial list) *CTE consultants, start in August 2005*

Action Step b) Select members from associations to work with programs. *CTE consultants with CTE instructors, start in August 2005*

Action Step c) Strengthen and expand superintendents' advisory boards and program advisory committees to include association members. *CTE directors, start in June 2005*

Action Step d) Ensure that the partnerships are informed by research and development. *CTE Team, MAVEA, start in June 2005 and ongoing*

Action Step e) Provide grants that enable partnerships and collaboration. *DOE, start in July 2005 and ongoing*

Action Step f) Celebrate successful partnerships—the Governor could establish awards for business/education partnerships and have a special awards day to recognize them. *Susan Gendron and John Cashman, start in November 2005 and ongoing.*

Action Step g) Involve state and local Chambers of Commerce – identify partners

- i) have agenda – ongoing to interface with local education counterparts both CTE and Academics to address business and industry needs of education; and
- ii) establish media outlet. *Department of Economic and Community Development with DOE (involve students), start in November 2005 and ongoing*

Strategy 2. Ensure the participation of business and industry in local educational governance.

Action Step a) Create a plan to enhance presence of business and industry in education-related groups above. *Mike Montagna, Yvonne Davis, start in September 2005, end in January 2007*

Action Step b) Identify key messages, media, and resources to share with school boards and town councils. *Meg Harvey, Elaine Briggs and Celebrations Committee, start in January 2005 and ongoing*

Vision Area #5: Partnership

Partnerships: Design Element D. Professional Development:

Professional development programs offer opportunities for shared learning across education, business and industry, and economic development.

Strategy 1. Develop training programs and activities that attract educators and those in business/industry; offer opportunities for collaboration.

Action Step a) Increase the number of CTE technology updates and bring business/industry representatives to them. *MAVEA, CTE teachers, start in October 2005 and ongoing*

Action Step b) CTE teachers attend industry training programs where offered (i.e. Ford Motor Co. bringing automotive teachers to their plant for updates) to keep up with industry changes. *CTE teachers, business association representatives, start in July 2005 and ongoing*

Action Step c) Develop a calendar with at least two statewide professional development days for all teachers. *Susan Gendron, start in August 2005 and annually*

Partial list of stakeholder associations and institutions

Business and Industry candidates:

Engineering/Manufacturing and Industrial Technology *Maine Metal Products Assoc.*

Building Trades/Contracting *ABC-Tim Walton? Cianbro*

Health Sciences

Business Management-Marketing technology *MBNA*

Natural Resources and Agriscience Industries *Idexx*

Arts and Communications

Small Business Association

Travel/Tourism/Hospitality *Maine Innkeepers Assoc.*

Law Enforcement

Auto/transportation *Winn Dodge*

Information Technology *Verizon?*

Economic development

Department of Economic and Community Development: Jeff Sosnaud

Economic Development Council of Maine: Mike Duguay

Maine State Chamber: Chris Hall

Maine Jobs Council/Labor: Commissioner Laura Fortman

Maine Human Resources (HR)

Small Business Development Centers: John Massaua

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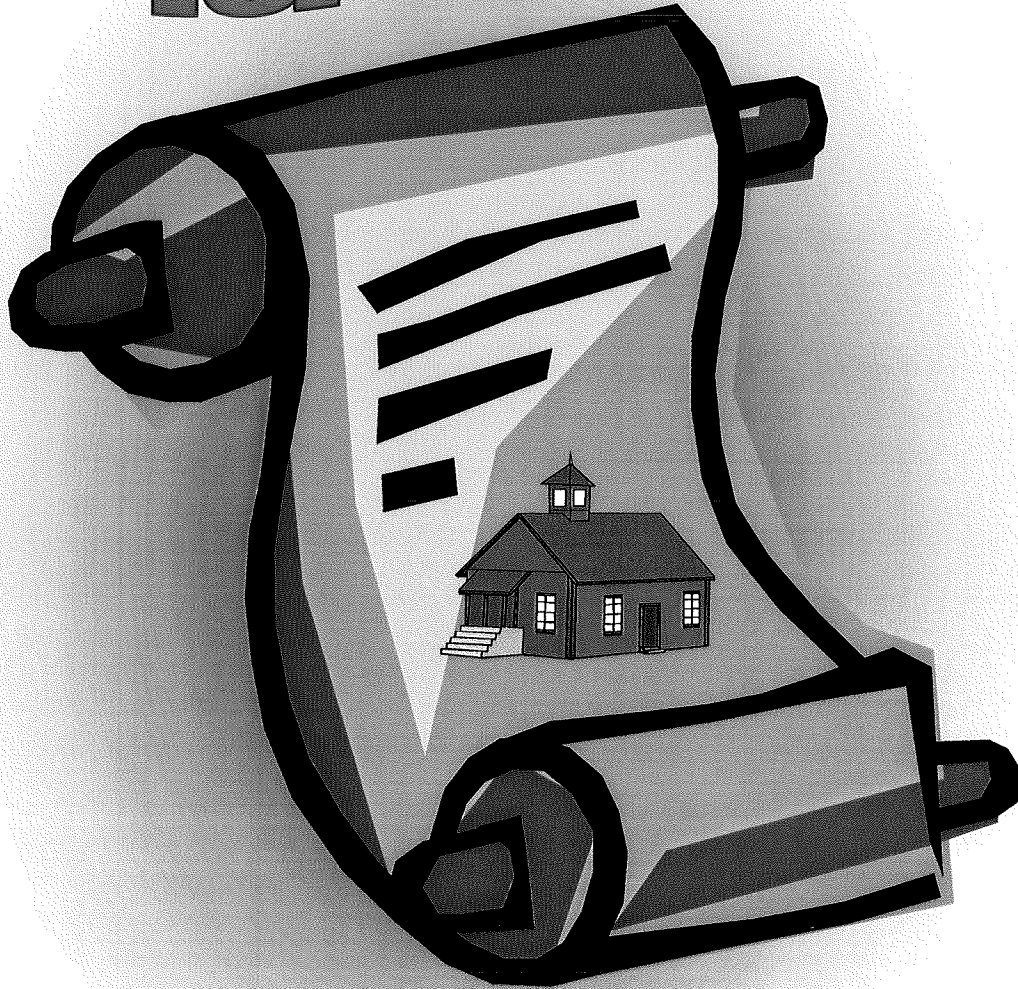
SECTION 4. GENERAL ELIGIBILITY FOR CERTIFICATION

4.1 A superintendent, headmaster, or Child Development Services director who employs an individual without certification in violation of this Section shall be subject to penalties in Section 15.3 of this rule. To be certified by the Department of Education, applicants shall meet the following general qualifications:

- A. Be of good moral character;
- B. Be at least 18 years of age;
- C. Be knowledgeable of physiology and hygiene, with special reference to the effects of alcohol, stimulants and narcotics upon the human system;
- D. Hold a bachelor's degree from an accredited institution, with the following exceptions:
 - 1. Career and technical education teachers;
 - 2. School nurses; and
 - 3. Athletic directors hired before the effective date of this rule;
- E. Satisfactorily complete a state and national Criminal History Records Check based on fingerprints in accordance with Section 3.2 of this rule; and
- F. For teachers and educational specialists, demonstrate that the following standards are met in accordance with Me. Dept of Ed. Reg. 013 or Me. Dept. of Ed. Reg. 114.
 - 1. Knowledge of the central concepts, tools of inquiry and structures of the discipline that the applicant teaches and the ability to create learning experiences that make these aspects of the subject matter meaningful to students;
 - 2. The ability to integrate the central concepts, tools of inquiry and structures among the disciplines that the applicant teaches;
 - 3. Knowledge of the diverse ways in which students learn and develop and the ability to provide learning opportunities that support their intellectual, physical, emotional and social development;
 - 4. The ability to plan instruction based upon knowledge of the discipline, students and curriculum goals;
 - 5. Understanding and use of a variety of instructional strategies and appropriate technologies;
 - 6. The ability to create and maintain a classroom environment that supports and encourages learning;
 - 7. The ability to support student learning and well-being by engaging students and their families, other school personnel, and the community;
 - 8. Understanding and use of a variety of formal and informal assessment strategies to evaluate and support the development of the student;
 - 9. An awareness of and commitment to the ethical and legal responsibilities of a teacher; and
 - 10. A strong professional ethic and a desire to contribute to the education profession.

4.2 Routes to Initial Certification

Charter Schools for Maine?



**A Report from the State Board of Education
Submitted to the
Joint Standing Committee on Education and Cultural Affairs**

January 2004

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EXECUTIVE SUMMARY

The Charter School Study Committee (CSSC) was organized by the State Board of Education in response to a request from the Joint Committee on Education and Cultural Affairs. The CSSC was asked to study and make recommendations with regard to two specific models of charter schools: those that promote local public school innovation and those that involving regional partnerships offering alternative education for at-risk students. The emphasis was to be on models that would complement rather than compete with the public schools. (Appendix A)

The CSSC made an extensive study of existing literature and research on charter schools, keeping in mind the context of Maine schools, particularly the rural nature of the state, and the many education initiatives currently underway, including implementation of Learning Results, Promising Futures, the No Child Left Behind Act, etc.

The available research on charter schools shows a mixed picture. There is evidence of success as well as clear signs that charter schools do not offer a panacea for the problems of schools. In terms of stimulating innovation in public schools, the impact is seen primarily in an increased attention to communicating with constituencies. Public schools in areas where there are charter schools tend to put greater emphasis on keeping in touch with various publics including parent, students and the community at large.

The literature reveals many charter schools providing alternative education programs for at-risk students including a number with a regional approach. Some of these schools are welcomed by other area public schools but it is important that attendance at these schools, as well as at other charter schools, be voluntary so they do not become dumping grounds where other schools unload problem students. In these and other regional charter schools, an important issue to be addressed is the responsibility for transporting students. Some regional charter schools for at-risk students are operated by various agencies via contracts with sending districts.

Funding of charter schools varies widely but the CSSC believes that the Essential Programs and Services approach should apply to any charter school in Maine.

Clearly related to funding is the concern that any development of charter schools in Maine must be accompanied by appropriate personnel and other financial resources at the state level, particularly for the Department of Education and the State Board.

It is in the authorizing of a charter school that the terms and conditions of its operations are specified. The authorizing document is, in fact, a contract between the authorizers and the board of the chartered school, spelling out the mission of the school and the obligations it will be required to meet. Such a document covers all major aspects of the school including scope, governance, finances and student performance objectives.

The CSSC believes that the key authorizers of charter schools should be local school administrative units with an appeal to the State Board of Education as a safeguard against arbitrary denial of a charter. The number of permissible charter schools should be limited and the institution of charter schools should be viewed as a pilot project with carefully planned evaluation of all aspects.

Accountability of a charter school is a vital factor and strict accountability is a balance for the extra flexibility that charter schools may enjoy when compared to other public schools. Fiscal responsibility, student performance and the play of market forces are all aspects of accountability.

RECOMMENDATIONS:

In response to your invitation to do so, we make these recommendations as a preliminary step, knowing full well that significant additional work will be necessary before legislation embodying these recommendations can be cast in law, if that should be the will of the Legislature. Providing the capacity within the relevant responsible agencies, especially the DOE and the MSBE in the areas of financial and personnel resources undergirds all of our recommendations. We deem that essential to the success of any chartering initiative.

1. We recommend that a modest, limited pilot project in chartering and in the establishment of chartered schools be authorized in law. While we are hesitant to suggest a number, we find the New Hampshire initiative of a maximum of 20-chartered schools phased in over a ten-year period an attractive scope for Maine at the outset. There should be an on-going evaluation of the chartering process as well as of the chartered schools throughout the pilot phase--with provision of appropriate resources for the responsible agencies.
2. We recommend that the local school boards be the principal authorizers with the Maine State Board of Education serving as an appeal board with the authority to charter when deemed appropriate, but only on appeal. Any action by the MSBE would come following receipt of a recommendation by the Commissioner of Education. In the event that new regional operational or governance structures are created in public education in the future, they should be considered for authorizing responsibilities.
3. Any legislation should make clear that there is a presumption that local boards will fulfill their authorizing responsibility under the law as long as established criteria are met. Criteria should include, but not be limited to: statement of purpose, size, scope, funding, outcomes and goals, governance and operational structure, accountability, the manner in which the chartered school will complement the district's offerings and programs, and demonstration of sufficient public interest to warrant the initiative. The chartering should occur if these criteria are met and the district or the State has sufficient capacity to monitor the chartered school.
4. The issue of minimum state and local capacity, especially in terms of personnel, should be addressed. The State Department of Education (DOE) should provide assistance and guidance to local boards and other potential authorizers to mitigate the burden of authorization and oversight. Additional resources should accompany additional responsibilities.
5. Per pupil funding should be based on the Essential Program and Services funding levels for all students.

6. To mitigate the fiscal and other impacts on the local school districts, start-up chartered schools should not enroll more than a specific percentage of the local district population in any given grade. Again, we are reluctant to state a number, but suggest that it might be in the 10-20% range. The possibility of a modest, interim impact aid fund to mitigate the impact on established districts might be considered.
7. We recommend that special attention be given to the encouragement of regional chartered schools in the at-risk category of students as well as in the general student population. Regional approaches diminish adverse fiscal impact on local districts and encourage a more complementary approach. They serve the rural and dispersed character of the Maine population more effectively. Transportation should be resolved in the chartering process, but we support public responsibility for this facet of the program.
8. The Maine Department of Education should be empowered to seek federal grants for planning and implementation support for charter groups.
9. There should be room, particularly in the alternative education arena, for existent schools to seek conversion to chartered school status to encourage even greater flexibility and access to additional funding from the federal sources.
10. Finally, to address the many complicated policy issues, including "felt financial loss" as well as actual loss of funds, we urge that the DOE be empowered to seek consultant support from national experts, and also apply for funds from private foundations such as the Joyce Foundation to support such expertise, to help Maine employ best practices as it works its way to a positive and fruitful introduction of chartering and chartered schools.

REPORT OF THE CHARTER SCHOOL STUDY COMMITTEE OF THE MAINE STATE BOARD OF EDUCATION

INTRODUCTION

BACKGROUND:

The Charter School Study Committee (CSSC) of the Maine State Board of Education (MSBE) was established in July 2003 pursuant to a request from the Joint Committee on Education and Cultural Affairs (see Appendix A) to conduct a study to determine if there are public charter school models that:

1. Promote local school administrative unit innovation in delivering complementary school programs through a modified school structure; and,
2. Provide structures for regional partnerships in the delivery of alternative education programs for at-risk students.

Further, the CSSC was invited to make recommendations, including suggested legislation, to the Committee in January.

The chair of the MSBE, Jean Gulliver, appointed three members of the State Board to the CSSC; Kenneth Allen, Jim Carignan, and Ellie Multer. The Committee was chaired by Jim Carignan and Ellie Multer. The Board members were encouraged to expand the membership in a manner that would facilitate its work and engage interested parties. John Maddaus of the University of Maine at Orono, Stacy Smith of Bates College and Nancy Jennings of Bowdoin College agreed to join the CSSC to contribute their academic expertise as well as their research experience. Patrick Phillips, Deputy Commissioner of the Department of Education, and Valerie Seaberg, Team Leader and Policy Director for Standards, Assessment and Regional Services in the Department of Education joined the Committee as the representatives of the Commissioner of Education. In addition, representatives of the Maine Association For Charter Schools, the Maine Principals' Association, the Maine Superintendent Association, the Maine School Management Association, and the Maine Education Association, were invited to attend all meetings and were encouraged to participate in deliberations, but they were not members of the Committee, and they did not participate directly in the writing of this report.

The CSSC held six formal meetings. In carrying out their work, members of the CSSC consulted with:

- Representatives of the Education Commission of the States
- The U.S. Department of Education
- A significant number of state departments of education
- America's Charter School Finance Corporation
- Professor William Davis of UMO and others

Members also reviewed much of the embryonic, but burgeoning, research and literature on charter schools (see Appendix B). Two of Professor Smith's students researched aspects of this question and supplied the results to the CSSC.

WORK OF THE COMMITTEE:

One of our first of many difficult issues was to be clear on the charge from the Committee. Deceptively simple on the surface, the whole of the charter school issue is in reality complex and draws one in multiple directions. We resolved to stay focused on our interpretation of the Legislature's intent. Dr. Phillip McCarthy, Legislative Analyst for the Education Committee, was helpful in this regard. After much discussion, the CSSC agreed that its charge was to:

1. Take a fresh look at charter school development in other states that holds promise for K-12 education in Maine; and
2. Specifically seek evidence of public charter school models that promote innovation in local education and are complementary to current structure; and,
3. Search for charter models of regional approaches in alternative education for at-risk students; and
4. Finally, make any recommendation for legislative action we deem appropriate.

We should note at this time we divided the larger charter school question into two broad areas:

1. Chartering: the policies and procedures that maximize effective operation in the process of developing charter schools; and
2. The schools themselves, which schools might serve as models relevant to Maine. (Kolderie, 1)

We did our work with careful attention to the educational context in Maine. In particular, we recognized that there is much happening in the educational arena in the State. Indeed, initiatives and other developments currently in play in Maine are nothing short of transformative in potential. Arguably for the first time Maine is committed to ensuring that all students achieve high-standards, and this daunting challenge calls on us to use all opportunities that are available to achieve the goal. The implementation of the Maine System of Learning Results, the impact of the Federal No Child Left Behind Act (NCLB), pedagogical and curricular changes effected by standards-based systems, the development of a comprehensive state and local assessment system, and Maine's effort

to transform the nature of secondary education through the Promising Futures initiative are some of the more prominent and dramatic efforts currently under way.

Consideration of adding another new initiative, viz., charter schools, must be carefully weighed given the "full plate" of the educational community, and it must in the end offer promise of significant assistance in achieving the transformative agenda that Maine has set for itself in education. We are also well aware of shifting demographics in the State, the emerging teacher shortage, our rural character, and the fiscal constraints at the State and local level that have an impact on this question and are an important part of the context of this consideration. These contextual issues significantly influence our conclusions.

Nevertheless, we recognize that desirable change in such a diffuse and large system as K-12 education in Maine is slow and difficult. Therefore, it behooves us to consider very carefully the role that charter schools, appropriately configured, can have in making a significant contribution to the culture of change which is very much alive and needed in the educational community in Maine. In particular, chartering can play a complementary role to the multiple initiatives currently underway in Maine. The charter school option of choice for some students can be a powerful policy tool for realizing the high standards established in this time of setting higher goals for education. It provides another opportunity for students and families to find an educational "fit" that will maximize the chances of students succeeding in meeting the high standards.

Therefore, we have concluded, and we will discuss our reasons herein, that there is room for a LIMITED PILOT PROJECT that would allow us as a State to experiment with charters, but only under conditions we deem essential to their success and to continued improvement and change in the public school system, K-12, as we currently know it.

DEFINITIONS

Alternative Education Programs: Programs, such as those that currently exist in many systems in Maine that address the significant needs of students who because of a host of circumstances are unable to fully realize their potential in the existing public school setting. Programs may be characterized by flexibility of scheduling, individual instruction and program planning and other more focused alternative approaches.

At-risk students: May include any students who are not achieving their full potential or are disengaged or at risk of failure academically, socially or personally, etc., in the established public school system.

Authorizer: The agency empowered under law to issue a charter for a new charter school.

Charter School: An open enrollment public school operating independent of established school boards and under the aegis of a board of trustees or directors. Charter schools operate as non-profits under a charter with defining terms such as size, goals, outcomes, etc., issued by the appropriate authorizing agency. Student enrollment is by choice. The NCLB definition is in Appendix B.

Complementary: Provides opportunities in program and pedagogy, not readily available to the degree proposed by the charter, to students in the local district. A complementary charter school promotes collaboration between local districts and charter sponsors in order to achieve expanded options for students and families.

Conversion Charter School: Charter schools may be created by granting a charter to an existing public school or alternative education program.

Education Management Organization: A private company that is contracted by some chartered schools to handle many of the operational management issues, such as personnel management or accounting services.

Host School District: The school administrative unit (SAU) in which the charter school is geographically located.

Innovative: Refers to the offering of programs, pedagogy, and governance not predominantly available in the existent public schools in the area.

Modified School Structure: A structure that invites parents and teachers to play a significant role in the development of policy and its implementation under the aegis of a Board of Trustees (Directors) and the administrative officers of the charter school. It may also encompass a different school calendar, alternate assessments, multi-age and multi-grade level configurations, greater student involvement in governance, etc.

Regional: Composed of two or more SAUs from the same geographic area, but not necessarily contiguous.

Sending District: The school district in which the student resides.

Start-up Charter School: Charter schools may be created as an entirely new entity or by a non-sectarian private school reorganizing itself.

WHAT THE COMMITTEE LEARNED

INTRODUCTION:

The questions raised by the Committee on Education and Cultural Affairs are a few of the many key queries raised by the flurry of charter laws passed by many states beginning in the late 1980s. All these laws represent a radical departure in state policies. The questions include, but are not limited to: Why are we doing this? How do we define it? What is its impact on public education? How is it working? Is it having success? By what measures? How do we know?

While these questions are clearly related to the request of the Committee to the State Board, they go beyond the precise questions we were asked to address, albeit, they always lurk in the background. We will try to focus this section of the report on the questions asked us by the Committee. However, related matters impact these questions and will be addressed where we deem them pertinent.

At the outset, we will focus our work specifically on innovation, including the charter school impact on existing systems in this regard. Next we will speak to the concept of charter schools as complementary to the established systems. We will discuss categories of "modified school structure" in play across the country. The next topic will be the interesting possibilities inherent in the idea of regional partnerships as an approach to charter school organization. Defining "at-risk" students and the role of alternative education programs under the auspices of charters will be considered. Finally, although not expressly requested by the Committee on Education and Cultural Affairs, we will address the areas of funding, authorizing, accountability and outcomes because they are fundamental aspects of the matters referred to the State Board.

In approaching its task, the committee found it useful to divide the question into two parts: chartering and the chartered school. Chartering refers to the new state policies and procedures and the processes that bring new schools into being, and chartered schools means the schools themselves. (Kolderie,1)

INNOVATION:

From the perspective of chartering it is difficult not to see significant innovation in the process. "Chartering is partly a research and development enterprise producing new models for teaching, learning, governance, management-teacher professional partnerships, for example." (Kolderie, 1-2) In this experimental paradigm it is inevitable that there will be failures, moderate successes and dramatic improvements. That is inherent in the nature of experimentation.

Katherine Bulkley and Jennifer Fisler offer a mixed review on the question of innovation in their April 2002 study. In the area of governance and management they see significant innovation. Some schools have parents playing a central role, others have teachers in a dominant role and still others have a core of administrative leaders who make a deep imprint. In some cases students occupy important roles well beyond what occurs in local districts. Leaders tend to come from more varied backgrounds offering the promise of more innovation flowing from a variety of backgrounds. Teacher unions tend to have reduced influence. Chartered schools are more innovative in school and class size (smaller), grade configuration, and the use of staff time.

Bulkley and Fisler paint a more mixed picture when it comes to classroom practice and pedagogy. They cite Mintrom's study in which he concludes that charter schools were "somewhat more likely to engage in curricular innovations...but were often essentially working to create localized variations of practices that are already common within the broader public school community." In Mintrom's study of Michigan, the key factors that contributed to innovation were, not surprisingly, "motivation, lack of constraint, and an inclusive deliberative process within the school." (Bulkley and Fisler, 4).

There is much variety in classroom and pedagogical practice in chartered schools. They range from "back-to-basics" approaches to cyber schools. In between these ends of the spectrum we have diverse models, including thematic schools, those with a focused mission and purpose, individualized education, and project-based approaches.

In summary, in the chartering arena as well as in the chartered school realm, there is a general paucity of definitive research on the question of innovation. The word itself defies common definition in the literature and ranges from something not present in the area to an approach that is genuinely new. The studies that do exist register mixed results. We tend to agree with a National Association of State Boards of Education (NASBE) study of April 2003, which suggests there has been considerable innovation in the area of governance with larger roles for parents, teachers, and in some cases students. Organizationally, there is innovation that clusters around smaller schools with smaller classes, varied grade configurations, looping and thematic approaches. In terms of classroom practice across the nation in chartered schools there is less that is innovative than one might expect. In this area, many chartered schools are practicing variation on what exists in public schools, although there are notable and promising exceptions to this generalization. A study of Michigan charter schools concluded that they "were somewhat more likely to engage in innovation." A Massachusetts study found a predominance of "a stronger unifying focus...often leading to a thematic content approach." (NASBE Policy Update, April, 2003, 1-2)

Examples of schools with innovative approaches include: Minnesota New Country, Minnesota; Canoe Creek, Florida; Charter School of Wilmington, Delaware; Harmony, Ohio; Cyber Schools in Pennsylvania; and Roots and Wings Community School, New Mexico. The Wisconsin Charter Schools Association cites a number of innovative approaches, particularly with at-risk students. The Academy of Learning, for example has developed a curriculum which emphasizes the workplace. The River Crossing

Charter School in Portage Wisconsin is for middle school students and the entire curriculum is organized around environmental concerns with a focus on learner-centered pedagogy. There are many other examples that could be cited.

Our committee interpreted the charge to include an assessment of the impact of chartered school innovation on the established public school system. Here again, there is limited evidence and it is varied. There is some evidence of impact that deserves being noted.

The most regularly cited area of impact was in the broad area of marketing. Public schools in a district with a chartered school tended to pay greater attention to their constituencies by developing more active communications programs with parents and the public in general. Many superintendents bemoan the loss of funding, albeit, one superintendent called it a wash. In a study of the Michigan system the authors concluded that there was "modest" evidence that chartered schools had impacted the existing schools with the "adoption of new programs (including theme schools), greater attention to mission, etc.

COMPLEMENTARY:

The charter school movement was founded, in part, on the belief that competition in the K-12 education marketplace would have a beneficial effect on all schools. Many chartered schools have been born in competition, if not conflict, and remain in that posture in regard to the local district to this day. Nevertheless, there are numerous examples in many states of chartered schools that function in a highly collaborative manner with existent public school systems and give witness to the power of a collaborative, cooperative approach.

The small amount of data that we have indicates that it is difficult to predict how new-chartered schools and established systems will interact. As indicated above, attitudes and practices, the community climate and the educational culture shift in different ways with the introduction of chartered schools (Rofes, "How Are School Districts Responding to Charter Schools, 16).

Chartered Schools born in a competitive and conflicted chartering process tend to increase pressure and stress for educators in established systems. Hostility and vilification spill out onto the larger community, often poisoning the educational ambiance for the entire community. Schools are pitted against each other and all lose. However, when chartering occurs in a cooperative environment with local districts, or chartered schools are formed to deal with conditions in the local system where the established schools welcomed the assistance, a different story emerges--one of complementary interaction. In Tucson, Arizona, for example, a chartered school to deal with at-risk students was welcomed and supported by the local district. Similar stories can be told of chartered schools in Stillwater Missouri, and Dillon, Colorado. Also, chartered schools in Denver were supported by the superintendent and the school board as an

effective way to deal with a ballooning school population. In Adams County, Colorado a gifted and talented-chartered school shared a building with a middle school, and one teacher welcomed the richness and the excitement that the chartered school brought to the building.

Yet those chartered school that form to compete expressly with the existing system face profound animosity in many places. This is particularly true in rural districts--a matter Maine should note well. The opening of a chartered school in Queen Creek, Arizona split the community in half. One staff person reported, "Neighbors quit talking to each other. Friends quit talking to each other." (Rofes, 14-15). In one Massachusetts district teachers who went to a new chartered school faced hostility. In New Hampshire in order to mitigate the adverse fiscal impact on the existent system, the state enabling legislation for state chartered schools limits the number of students who can come for a sending school to 10% of the population of the grade in that district.

Generally, over time the intense acrimony generated in the course of the chartering abates, but it often does not go away. In some instances the contentious quality of the relationship persists to this day.

Since Maine is a rural State and the population is widely dispersed in a large number of districts, the potential for adverse impact on the fiscal condition of the local district as well as the emergence of attitudinal, climatic, and cultural contentiousness is high. It is important, therefore, to ensure as much as possible a cooperative complementary chartering process. The Center for Education Reform and the American Federation of Teachers offer criteria that give rise to the following questions:

1. Should the number of chartered schools be limited?
2. Should chartering be authorized only by the local school district?
3. How should eligible chartering applicants be defined in law?
4. What evidence of local support is necessary?
5. What should be the pace of the introduction new start-up schools?
6. Is accountability the same for chartered schools as it is for other public schools?
7. Should admission to charters be open and without cost to the families?
8. Should charter school be required to meet all state and federal safety standards?
9. Should chartered schools be open to all applicants?
10. Should faculty be allowed to organize for the purpose of collective bargaining in chartered schools?

The ways in which these criteria are addressed can be significant in determining the climate and culture for cooperative and complementary situations.

MODIFIED SCHOOL STRUCTURE

There is a plethora of models of organizational structures across the country. In general, they fall into a number of categories that include: groups of parents, a cadre of teachers, educational institutions, including local school boards, colleges and universities, and concerned citizens.

Chartered schools function under a Board of Directors which has legal responsibilities, including fiduciary responsibilities for the operation of the chartered school. The chief administrator (superintendent, principal) is responsible to the board. Parents generally play a large role in the governance and daily operation of the chartered school. All the literature indicates that parents in these settings display a greater sense of ownership and responsibility than is the case in the traditional public school system. This greater engagement is facilitated by the smaller size of most chartered schools--they are simply more accessible. Another difference demonstrated in the NASBE charter study this year is that administrative leaders tend to come from more diverse backgrounds than do those in the traditional public schools, suggesting greater potential for change and innovation. A California study in 1998 concludes that, comparatively, the chartered school leaders play a more dynamic, vital role in their schools.

A relatively new development in the chartering process that deserves careful watching is the emergence of the educational management organization (EMO). "EMO's manage some or all of their [chartered school] operations" (Bulkley and Fislser, 8). In Michigan, for example, EMO's manage some part of the operational activity in 70% of the chartered schools.

Perhaps the greatest areas of modified structure in the operational realm are class size and grade configurations, staffing patterns and the use of time. The schools are smaller, more than 50% have multi-grade configurations that vary from local districts and school time is more flexible, often with opportunities for students to be involved in community "hands-on" learning activities.

Research suggests that the greatest amount of change and innovation occurs in the governance, structural, and operational arenas. Smaller schools with greater parental involvement, diverse leadership, multi-age, multi-grade configurations are the salient qualities of change in the chartering process and the chartered schools.

Critical to the creation of these modified structures is the authorizing process. It is here in the chartering that the degree of autonomy and the promise of innovation are determined in large part. This very important matter is addressed below.

REGIONAL PARTNERSHIPS

Regional partnerships are not new to Maine. There are models of effective regional partnerships across the country and in Maine as one would expect. Some are limited to cooperative ventures with large districts with significant student populations. Others draw students from multiple smaller districts. It is this latter category that is most relevant to the Maine situation, in our opinion. We can learn the most from these.

Minnesota appears to have the most experience with regional chartered schools. There have been inter-district regional programs for almost 15 years. Many students have been involved. The greatest difficulty regionalization faces is transportation. The most common model in Minnesota is for the sending district to take responsibility for transporting the student to the host district line, at which point the host district assumes responsibility. In Minnesota, regionalization has been applied to at-risk students or narrowly-focused theme schools, such as those for the performing arts.

Minnesota has developed another model of interest to Maine, the regional alternative education chartered school--again, serving at-risk students. Area Learning Centers serve students across districts, while Alternative Learning Program schools serve students within a single large district. Berg and Schroeder in their study, "Alternative Education Programs: The Quiet Giant in Minnesota Public Education" note that there are 160 programs in 600 sites enrolling approximately 180,000 students.

Maine has some models that deserve careful scrutiny. The Real School in Windham, The Casco Bay School, The Community School in Camden, and the New School in Kennebunk come to mind, and some consideration of the conversion of such schools might be in order in Maine in replication of similar processes in other states. The establishment of a chartering option in Maine would provide a structure which would potentially stimulate more regional partnerships and bring additional funds to the state to support such efforts.

Regional partnerships are not limited to alternative education programs or at-risk students. There are a number of successful programs across the country that draw from multiple districts. They face the transportation issue in different ways ranging from offering no assistance to creative sharing of the responsibility among the participating districts. One of the advantages of a regional approach is that it reduces the negative fiscal impact on the district involved in the region.

AT-RISK/ALTERNATIVE EDUCATION CHARTERED SCHOOL PROGRAMS

There are a number of different definitions of at-risk students employed in the charter school movement. They include: inclusion in the free lunch program, performance, students with children of their own, students with engagement in the criminal justice system, truants, and potential dropouts. We chose to use the broader definition to apply

to a student who is not achieving full potential, is disengaged, or at-risk of failure academically, socially, or personally in the established public school system.

Chartered schools for at-risk students are present in many states. Indeed, in Texas there is a predominance of such schools. A 2001 study shows that in that state at-risk student performance improves in the chartered schools in math and reading over time in comparison to those who remain in the traditional system. Similar stories can be told of schools in Louisiana, Michigan, Florida, and Wisconsin, to mention a few. Minnesota, as noted above, leads the nation in numbers of alternative educational chartered schools. Schools of note include Coon Rapids in Minnesota, a school in Jacksonville, Florida chartered by Daniel Memorial, Inc., and Textron Chamber Academy, Rhode Island.

There are a large number of alternative education programs that are naturally "at home" in the chartered school model. The characteristics of these schools include, but are not limited to: clearly defined purpose or mission, high standards, specific teacher training, flexibility and innovation in the use of time and in the definition of program for both teachers and student, strong parental and community support, more practical, project-based curriculum, a safe environment, small size, dedicated and stable leadership, more individualized instruction. The two most powerful indicators of success are: 1) sense of hope and empowerment the program provides for the students, and, 2) the personal relationships that exist between teachers and students--a caring relationship with high standards. (Davis, 2003)

Actually, there are two discernible models of chartered alternative education programs: the contracted and the district. The contracted involves the direct contracting with a group, often a social service agency (a YWCA had notable success in Louisiana), to operate a program. In Minnesota there are 28 alternative chartered schools under the contract method. The district alternative education schools in Minnesota, for example, are sometimes regional, and they number more than seven.

While most of the motivation for the chartering of alternative educational models stems from a profound and laudable interest in providing more appropriate learning environments for at-risk students, our committee has some concern that these schools not turn into "dumping" grounds for problematic students. Evidence of this trend has surfaced in Minnesota and elsewhere in the nation. In subtle and sometimes not so subtle ways, administrators and teachers "encourage" troublesome students to enroll in these programs. It is a way to get low performing students "off the books" in an age where public accountability and testing are commonplace. A related danger is that traditional systems can consider themselves "off the hook" in terms of providing alternative learning opportunities for those who learn in nontraditional styles, thereby stifling experimentation and change within the traditional system. Our committee felt very strongly that chartered alternative education opportunities must remain entirely voluntary and that care should be taken in the chartering process, especially in the authorization, to ensure that such chartered schools do not become "ghettoized."

IN ADDITION:

We want to take this opportunity to comment very briefly on matters that we deem inherently important to our charge, albeit, not explicitly referenced in the request from the Education and Cultural Affairs Committee. These include funding, authorizing, accountability, and the complicated question of outcomes.

1. **Funding.** Critical to the success and equity of chartered schools is the funding issue. Resource-starved charter schools are likely to fall short of achieving their missions. Those that must rely heavily on private funding, especially from parents, often tend in the direction of inequity as they attract ever-larger proportions of the upper socioeconomic groups in the community. Similarly, smaller public schools in rural districts facing already declining enrollments because of demographic shifts are at-risk if even relatively small numbers leave to join a chartered school.

The central tenet of chartered schools is "the money follows the student." That is a misleadingly simple axiom for what is, in fact, a highly varied practice across the nation. Connecticut, for example, provides \$6500 per pupil for state chartered schools. Locally authorized schools determine the funding level through negotiated arrangements written into the charter. In Massachusetts there is a per pupil allotment based on the average school district pupil expense for Commonwealth schools. Horace Mann schools in Massachusetts receive funding on the same basis as any other school in the district. Arizona, Louisiana, Michigan, and Texas allow funding to be determined through negotiation that is included in the charter. In some states, for example, New Hampshire, the allotment is based on a percentage of the per pupil allotment in the district. A number of states distinguish between higher cost students such as high school pupils as compared to lower cost students who are in the elementary levels. To confuse matters even more, some states, Massachusetts, for example, offered impact compensation or mitigation for districts losing students to the chartered schools. In the budget surplus nineties, the sending district retained the State's per pupil allocation and the chartered school received the same amount.

Special education funding also offers great variety of practice. Summarily put, models include funding based on: 1) negotiations with the local district(s), 2) disabilities of the student involved, 3) the sending districts special education revenue or spending. Similarly, a number of states offer adjustments for at-risk or low-income students either through a formula or a negotiation process with the district(s). Some states make adjustments on the basis of the wealth of the community as indicated by valuation, district size, or cost of living variances.

As indicated elsewhere in this report, transportation is often a major and difficult financial issue. In some states school districts provide transportation for all students within the district, including those attending chartered schools. In other

states, there are specific, more limited arrangements made. In about one-third of the states, no transportation aid is provided.

In most states neither the state nor the district provide startup funding or capital plant funding. There are federal funds available that are accessible by state agencies or an individual chartering group on a competitive basis that help to address these issues. Grants vary widely in size.

In Maine, the Essential Programs and Services approach will provide good guidance in addressing these issues successfully.

2. **Authorizing.** Most states that have charter laws allow local school boards to authorize. Some states allow colleges and universities, not for profits, state agencies, and others to authorize charter schools. It is the pivotal point in the chartering process. Clarity and precision are the hallmarks of effective authorization. It is in the authorization process that the definition of the chartered school is determined and established. Among the most important matters to address in the authorizing component of the chartering process are: purpose and mission, admissions process (lottery preferred), size and scope, governance, organization, funding plans, degree of autonomy, relationship to the authorizer, specific financial arrangements such as transportation, per pupil rate, special needs, etc., duration of the authorization, monitoring responsibilities and procedures, outcome goals, accountability, procedures for revocation, innovative practices in teaching and learning programs, the nature of the relationship to the local district, e.g., the complementary quality of that relationship., These are all essential matters in the chartering process and are best addressed in the authorizing document. That document is, in fact, a contract. As is the case with all contracts, clarity and precision are the best roads to common understanding and agreement. That should be achieved, however, without compromising the autonomy and flexibility at the heart of the purpose of the chartered schools.
3. **Accountability.** Accountability for chartered schools comes from a variety of areas. No Child Left Behind includes chartered schools in its system of accountability. Most states hold chartered schools to the state standards measured through the state's assessment program.

A most powerful force for accountability is the market. Since access is voluntary, student and parent satisfaction are essential to sustaining the chartered school. As a result, as we have seen, chartered schools pay greater attention to their clientele and have better communication with parents than is normally the case in traditional systems.

Accountability must also include fiscal responsibility. Public reports on the financial condition of public chartered schools are not uncommon, and they should be required.

Most important, there is also accountability for student performance. In this area, the specificity of the charter can be very helpful, but it must contain criteria and methodology that ensures objective analysis of the chartered school's progress in attaining the stated goals. In Maine, at this juncture, the significance of the achievement of the high standards of the Maine Learning Results as a requirement for a secondary school diploma mandates that great attention must be given to the alignment of student performance with the Learning Results and the comprehensive assessment program. Indeed this is an essential element in the State's comprehensive effort to assist all students in achieving the Learning Results, and it becomes a way in which chartering can add value to that challenge. In general, the very nature of the structure of public chartered schools tends to make them highly accountable in multiple ways to the public, but attention should be given to the means and resources for public agencies (state and local) to monitor the performance of chartered schools.

3. **Outcomes.** As indicated elsewhere in this report, but worthy of repetition here, the data on student outcomes and performance is mixed. More research is needed with better and richer ways of measuring what we mean by outcomes. There are a host of ways in which we can talk about outcomes, many of which should be addressed in the charter, which must include student performance. Increased parental involvement can be cited as a positive student outcome which is not likely to be evident in some standardized test score. Better socialization can be an important development. Improved teacher morale can have a sizable impact on student attitudes and performance. These and other qualitative areas are difficult to assess, but they tend to be areas in which chartered schools have considerable strength.

Our tendency in assessment is to focus on the quantitative areas. Here we tend to look at attendance, dropout rate, attrition (return to district school), college admissions and graduation, and scores on national and state tests. To repeat what we said at the beginning, in many of these areas the evidence is fragmentary and mixed. In most cases, however, it is accurate to say, students in chartered schools do as well as those in local district schools. Indeed, there is growing evidence that over time they do slightly better than their counterparts.

APPENDICES

- A. Letter from Education Committee
- B. Charter School Definition as Defined by No Child Left Behind
- C. Bibliography

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 MICHAEL F. BRENNAN, DISTRICT 27
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STATE OF MAINE

ONE HUNDRED AND TWENTY-FIRST LEGISLATURE

COMMITTEE ON EDUCATION AND CULTURAL AFFAIRS

June 6, 2003

Ms. Jean Gulliver, Chair
 Maine State Board of Education
 23 State House Station
 Augusta, ME 04333-0023

Dear Ms. Gulliver:

As you know, the Joint Standing Committee on Education and Cultural Affairs voted "Ought Not to Pass" on LD 1391, "An Act to Approve Public Charter Schools in Maine" during the First Regular Session of the 121st Legislature. While Education Committee Members did not support the adoption of the charter school model proposed by this legislation at this time, we did agree that a "fresh look" at the experience of other states in implementing charter school policies is appropriate at this time. For that reason, the Education Committee respectfully requests that the State Board of Education examine charter school policies and practices in other states that may hold promise for the delivery of kindergarten through grade 12 education programs in Maine.

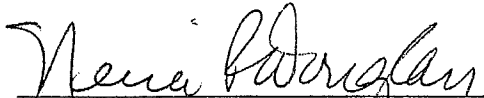
The Education Committee is primarily interested in public charter school models that would complement the existing structure of public school organization in Maine. Education Committee Members expressed an interest in learning about public charter school models that:

1. Promote local school administrative unit innovation in delivering complementary school programs through a modified school structure; and
2. Provide structures for regional partnerships in the delivery of alternative education programs for at-risk students.

We request that the State Board of Education submit a report that includes its findings and recommendations, including any suggested legislation, for presentation to the Joint Standing Committee on Education and Cultural Affairs no later than January 16, 2004.

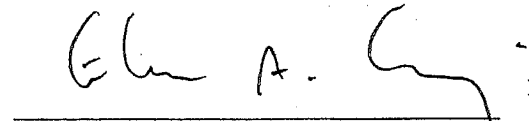
Please feel free to contact either one of us should you have any questions regarding this request. On behalf of the Members of the Education Committee, we thank you for undertaking this endeavor and look forward to receiving your report during the Second Regular Session of the 121st Legislature.

Sincerely yours,



Senator Neria R. Douglass,
Senate Chair

Sincerely yours,



Representative Glenn A. Cummings,
House Chair

Enclosure: LD 1391

cc: Senator Carol Weston
Commissioner Susan Gendron, Maine Department of Education
Members, Joint Standing Committee on Education and Cultural Affairs
Judith Jones, Chair, Maine Association of Charter Schools
Phillip McCarthy, Legislative Analyst, Office of Policy & Legal Analysis

Appendix B

Charter School Definition as Defined by the No Child Left Behind Law

(Definition excerpted from the following site: www.ed.gov/policy/elsec/leg/esea02/page62.html)

Part B - Public Charter Schools

SEC. 5210. DEFINITIONS.

- (1) CHARTER SCHOOL- The term "charter school" means a public school that -
- (A) in accordance with a specific State statute authorizing the granting of charters to schools, is exempt from significant State or local rules that inhibit the flexible operation and management of public schools, but not from any rules relating to the other requirements of this paragraph;
 - (B) is created by a developer as a public school, or is adapted by a developer from an existing public school, and is operated under public supervision and direction;
 - (C) operates in pursuit of a specific set of educational objectives determined by the school's developer and agreed to by the authorized public chartering agency;
 - (D) provides a program of elementary or secondary education, or both;
 - (E) is nonsectarian in its programs, admissions policies, employment practices, and all other operations, and is not affiliated with a sectarian school or religious institution;
 - (F) does not charge tuition;
 - (G) complies with the Age Discrimination Act of 1975, title VI of the Civil Rights Act of 1964, title IX of the Education Amendments of 1972, section 504 of the Rehabilitation Act of 1973, and part B of the Individuals with Disabilities Education Act;
 - (H) is a school to which parents choose to send their children, and that admits students on the basis of a lottery, if more students apply for admission than can be accommodated;
 - (I) agrees to comply with the same Federal and State audit requirements as do other elementary schools and secondary schools in the State, unless such requirements are specifically waived for the purpose of this program;
 - (J) meets all applicable Federal, State, and local health and safety requirements;

(K) operates in accordance with State law; and

(L) has a written performance contract with the authorized public chartering agency in the State that includes a description of how student performance will be measured in charter schools pursuant to State assessments that are required of other schools and pursuant to any other assessments mutually agreeable to the authorized public chartering agency and the charter school.

Appendix C

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