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ABSTRACT

This report summarizes 1993-1994 program year developments in Maine's applied technology programs funded under the 1990 Carl D. Perkins Act. The first section highlights the following program activities: continued development of Maine's integrated school-to-work transition system, which will allow secondary students to choose one of six career opportunities pathways as part of their individual opportunity plan; expansion of tech prep and applied technology programs; adoption of a revised set of standards and measures for applied technology programs; and work toward creation of a Universal Student Information System. The program overview is followed by 17 performance reports detailing 1993-1994 activities in the following areas: secondary, postsecondary, and adult occupational preparation programs; single parents, displaced homemakers, single pregnant women, and sex equity programs; programs for criminal offenders; programs for special populations; state leadership and professional development; community-based organization support; consumer and home economics education; tech prep; and career guidance and counseling. Each performance report includes some or all of the following: number of students/clients served; program goals and activities; program budgets; program outcomes; and miscellaneous program materials (including sample syllabi, agreements, and assessment instruments). (MN)

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Annual Performance Report on Applied Technology Programs Funded Under the Carl D. Perkins Vocational and Applied Technology Education Act (P.L. 101-392)

Program Year 1993 - 1994

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Overview

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PROGRAM HIGHLIGHTS 1993-1994

During the 1993-1994 Program Year, Maine's Secondary and Post-Secondary Programs continued to develop an integrated School-To-Work Transition system. This system, once fully implemented, will serve 75% of all secondary students in the State of Maine who will be able to choose one of six Career Opportunities Pathways as part of their Individual Opportunity Plan.

In July, Maine was one of eight states to awarded a School-To-Work Implementation Grant. While this award fell short of the amount requested, Maine continued to consolidate its pathway development work focusing first on the Maine Youth Apprenticeship, Jobs for Maine's Graduates and Pre-Apprenticeship Programs. As a result, the Maine Youth Apprenticeship and Jobs for Maine's Graduates programs have expanded their efforts and are serving over 1,534 students statewide. It is projected that by June of 1995, the combined programs will serve 1,949 students.

Tech Prep programming continues to be widely implemented. One c onsortium reports serving over 1,400 students. This is a strong indicator that the program is beginning to move away from the planning and implementation stage.

At the same time, the State's Secondary Applied Technology programs continue to serve a large proportion of disadvantaged and disabled students. Disabled students comprise 20% of Maine's secondary vocational enrollment while disadvantaged students comprise 32% of the total enrollment.

State Leadership provides strong support for vocational educators as indicated by a 25% increase in circulation experienced by the Vocational Resource Center of Maine and by the professional development activities coordinated by the University of Southern Maine.

On January 12, 1994, the State Board of Education adopted a revised set of standards and measures for Applied Technology programs. These revised standards and measures will be used universally to evaluate School-To-Work Transition programming.

Finally, Maine continues to work toward the creation of a Universal Student Information System that will support a Program Evaluation System. The Maine Departments of Education and Labor are currently conducting a feasibility study of these systems in consultation with Andy Sum of Northeastern University, NOICC and the U.S. Bureau of Labor Statistics.

Secondary Vocational Program

Enrollment Report for Program

Year 1993 - 1994

OMB No. 1830-0503
Exp. 01-31-97
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SECONDARY ENROLLMENT

Period report covers: 1993-1994

State MAINE

Name SUSAN J. WISHKOSKI

Ph: (207) 287-5854

OCC PROGRAM AREA	UNDUPLICATED ONLY			UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES)								
	TOT ENR	TOTAL		REG. VO-TE-ED	DIS-ADV	LEP	DIS-ABLED	CORR	SPOK /SPW	SEX EQ (NON-TRAD)	ADULT	COMP-LETER
		Male	Female									
AGRICULTURE	194	166	28	(55)	(87)	0	(49)	35	(3)	(166 M) (28 F)	NOT AVAILABLE AT THIS TIME	(55)
MARKETING	291	85	206	(165)	(83)	0	(37)	0	(6)	85 M 206 F		(11)
TECHNICAL	26	10	16	(22)	(2)	0	(2)	0	0	0		(7)
CONS/ H'AIKING ED	14,091	4,413	9,678	NOT AVAILABLE AT THIS TIME								
OCC HOME EC	679	175	504	(211)	(252)	(5)	(192)	24	(19)	175 M 504 F		(56)
TRADE & INDUSTRY	3,587	3,291	296	(1615)	(1206)	(21)	(718)	0	(27)	3,291 M 296 F		(187)
HEALTH	538	48	490	(300)	(160)	(4)	(51)	0	(23)	48 M 490 F		(103)
BUSINESS	574	198	376	(348)	(152)	(3)	(61)	0	(10)	198 M 376 F		(24)
* TECH EMI.A.	11,440									10 M 16 F		
GRAND TOTAL	31,420	8,386	11,594	(2,716)	(1,942)	(33)	(1,110)	(59)	(88)	(5,508)	27,609	(443)

* ESTIMATED ENROLLMENT

POSTSECONDARY ENROLLMENT

State MAINE

Period report covers: 1993-1994

Name SUSAN J. WISHKOSKI

Ph: (207) 287-5854

OMB No. 1830-0503
Exp. 01-31-97
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OCC PROGRAM AREA	UNDUPLICATED ONLY: TOT ENR	UNDUPLICATED ONLY: TOTAL MALE	UNDUPLICATED ONLY: TOTAL FEMALE	UNDUPLICATED AND DUPLICATED (PUT DUPLICATED IN PARENTHESES): LINKAGE TECH-PREP	LINKAGE CO-OP	LINKAGE APPR	LINKAGE WK-STDY	PLACEMENT CONT ED	PLACEMENT EMPLOYED R'LTD	PLACEMENT EMPLOYED OTHER	PLACEMENT MIL	PLACEMENT OTHER	CURRENT TEACHERS
AGRICULTURE	194	166	28		(23)								26
MARKETING	291	85	206		(417)								16
TECHNICAL	26	10	16		---								---
CONS/ H'MKING ED	14,091	4,413	9,678										226
OCC HOME EC	679	175	504		(201)								27
TRADE & INDUSTRY	3,587	3,291	296		(65)								186
HEALTH	538	48	490		(16)								23
BUSINESS	574	198	376		(50)								465
TECH ED/I.A.	11,440	----------	----------	----------	----------	NOT AVAILABLE AT THIS TIME		----------	----------	----------	----------	----------	286
GRAND TOTAL	31,420	8,386	11,594		(772)								1,255

NOT AVAILABLE AT THIS TIME

* ESTIMATED ENROLLMENT

Maine Technical College System

Performance Report, Program

Year 1993 - 1994

Carl D. Perkins Act, Title II, Part C

MAINE TECHNICAL COLLEGE SYSTEM PERFORMANCE REPORT 1993-1994

MTCS Administration: **$85,668**

These funds allowed the System Office to continue an oversight system in meeting federal regulations and reports as required by the Perkins Act.

MTCS Professional Development: **$62,783**

Three activities were funded to enhance the professional development of Maine Technical College System employees.

- Campus to Campus Networking Program
  (6 activities) (209 participants)

- Staff Development
  (21 activities) (21 participants)

- Distinguished Lecture Series
  (6 activities) (233 participants)

MTCS Pic Tech: **$30,000**

This project created greater opportunities for persons with federally identified disabilities to attend and complete a program of study at one of Maine's six Technical Colleges.

- 35 Pic Tech Grants
- 47 VR Tech Grants
- 15 MH Tech Grants

MTCS Maine Youth Apprenticeship Program: $100,000

This project provided partial funding for a program designed to establish limited program components in six delivery areas of the technical college system.

- 46 businesses committed	90 work stations
- 10 state government departments	50 work stations
- 3 university sites	5 work stations
- 4 technical college sites	5 work stations

CENTRAL MAINE TECHNICAL COLLEGE PERFORMANCE REPORT 1993-1994

CMTC Adult Initiatives: $72,718

This project increased the access and awareness to GED/Adult Diploma recipients by offering pre-technology courses at nineteen regional sites, provided tours and information sessions to adult education GED recipients and Special Populations. The Outreach/Resource representative assisted Adult Education Center Directors and Adult Education Instructors throughout the period and shared curriculum materials and assessment test revisions.

CMTC Learning Resources Center: $31,575

This project provided additional access to library services to disadvantaged students. Services provided include library orientations, reference services, periodical searching, computer searching and introduction to library skills.

CMTC Professional Development: $10,000

This project improved technical/career programs, courses and services for students enrolled at Central Maine Technical College through staff development opportunities. Thirty three projects were authorized by the Professional Development Committee which involved twenty-three different faculty and professional staff.

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CMTC Student Support Counseling: $18,120

Special populations served by this project included two hundred and ten academically disadvantaged students, fifteen English as a Second Language students, twenty-six nontraditional students, fifteen students with alcohol-related disabilities and fifty-five single parents.

CMTC Developmental Studies: $46,371

This project provided services to academically disadvantaged students. Three hundred and fifty students were tested and two hundred and twenty-seven were identified as needing assistance. One hundred and five students were assigned skills instructional programs. Nine student tutors provided seven hundred and ninety-two hours of direct student tutorial support. Twenty-four other students with special testing needs were also served.

CMTC Special Population Recruiter: $9,040

This project resulted in the recruitment of the following special populations:

First generation college	11.2%	Mt. Valley Training	1.9%
Single parents	5.9%	MEOC	1.2%
Nontraditional	5.9%	Vocational Rehabilitation	1.0%
Learning disabled	5.5%	Aspire	1.0%
Worker compensation	3.6%	Maine Youth Center	1.0%
Displaced homemakers	2%	TRA	1.0%
Adult education	2%	TAA	1.0%
Star Program	1%	Others	3.6%

CMTC Library Acquisitions Programs: $10,383

This project permitted the acquisition of academic resources/collections in the Allied Health/Nursing and reference section.

CMTC Career Guidance Center: **$5,753**

This project provided funds for the purchase of computer programs in self-directed career counseling and placement. Over one hundred and fifty students including day students, CED non-matriculated students, and people from the community looking to change their career had access to these programs.

CMTC Learning Disabilities Services: **$7,500**

This project provided services to students with learning disabilities. Forty-one students profiles were reviewed and evaluated. Thirty-five students had in-depth learning reviews.

EASTERN MAINE TECHNICAL COLLEGE PERFORMANCE REPORT 1993-1994

EMTC Adult Initiatives: **$78,688**

This project provided funding for Operation Opportunity Scholarships for ninety-five students and ninety-seven off-campus vocational/technical courses serving eight hundred ninety-one students (seat count). The counselor visited all ninety-seven classes offering counseling to students in need.

EMTC Professional Development: **$37,253**

This project provided funding for two major on campus events involving ninety percent of Eastern Maine Technical College employees. Forty-two employees received tuition reimbursement. Thirty- five managers completed TQM Training. Eighteen faculty and staff were trained in communication skills. Funding was provided for staff to attend eleven conferences, thirty-four seminars, seventeen workshops and five conventions. Funding paid for seven professional memberships and one license. Five curriculum development projects were also funded.

EMTC Learning Assistance and

Development Service: **$147,899**

Students served from this project included thirty-seven students with disabilities, two mentally disabled students, ten learning disabled and twenty-five physically handicapped students. Two hundred and twenty-three educationally disadvantaged and four hundred twenty-five financially disadvantaged students were also identified. Two hundred and sixty-seven students received assistance from the Learning Assistance and Developmental Lab. Twelve developmental courses were offered.

KENNEBEC VALLEY TECHNICAL COLLEGE PERFORMANCE REPORT 1993-1994

KVTC Adult Initiatives: **$83,421**

This project provided direct service and coordination of basic skills curricula to help under-prepared adults transition to post-secondary education. The initiative identified the post-secondary career advising needs of adult students. Some specific activities funded by this initiative included the coordination of placement testing; dissemination of Kennebec Valley Technical College pre-requisite course information; coordination of basic skills courses and conducting workshops on Kennebec Valley Technical College/Adult Education articulation. New training programs implemented this past year include: Tech Prep, applied math and English, computer training, study skills training and teaching strategies.

KVTC Student Support Services: **$142,202**

This project provided personal and career counseling services to one hundred and twenty students. Special advising, course placement and student mentoring services were provided to over one hundred and ninety students. The overall retention rate for identified students was eighty-four percent. Two hundred and fifty students received tutoring and forty disabled students were provided accommodation/assessment services. The retention rate for disabled students was ninety-eight percent and for economically disadvantaged students ninety-two percent.

KVTC Staff Development: **$31,500**

These funds provided tuition assistance for the upgrading of academic qualifications of faculty pursuing degrees: doctorate-four, master's-seventeen and bachelor's-eleven. Faculty and staff were reimbursed for twenty-nine conferences, eight workshops and two faculty/industry exchange.

KVTC Contractual Services: **$3,080**

This project provided funds for twenty students enrolled in basic math and twenty-six students enrolled in basic writing. Seventy-three percent of basic math students and sixty-two percent of basic writing students achieved a passing score. Thirty-five students received basic skills tutoring.

KVTC Professional Development: **$5,562**

This project provided funding for staff to attend: two individual expertise workshops, one hazardous waste workshop, one student services conference, one tuition assistance, fifty gender equity workshops, and fifteen computer training programs.

NORTHERN MAINE TECHNICAL COLLEGE PERFORMANCE REPORT 1993-1994

NMTC Adult Initiatives: **$35,680**

This project provided in-service training for satellite (off-campus) career counselors. One hundred and sixty-five students were identified and received remedial assistance and over five hundred and twenty-eight hours of tutoring. Modems were purchased for the satellite counselors to give them direct access to the Student Information System. A computer was purchased to complete the link with the satellite sites. Three hundred and twenty-four students used assessment advising/counseling and financial aid services. Seven computers, software and modems were purchased and installed at the satellite sites to access the Nova NET System allowing students to access over twenty thousand hours of instructions in one hundred and fifty skill areas.

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NMTC Staff Development: **$44,620**

This project provided funding for forty-six employees to participate in workshops, seminars, course-work and conferences. Eight employees took courses and were reimbursed. To further encourage professional growth, memberships to various professional organizations were also subsidized.

NMTC Financial Aid Advisor: **$3,381**

This project provided counseling and support to six hundred and fifty disadvantaged individuals seeking financial assistance through state or federal sources.

NMTC Student Success Counselor: **$41,096**

These funds provided for one hundred and twenty-five at-risk students to be identified. Services these students received included: academic counseling/course placement, personal counseling, student advocacy, career counseling and coordination of tutorial services. The Student Success Advisory Committee representing area service providers met periodically to coordinate student referrals. The counselor coordinated tutorial services.

NMTC Developmental Lab: **$97,118**

The lab provided for the testing of four hundred and six prospective students. Fifty-five students enrolled in developmental reading. Twenty-three tested-out, thirty-two took the course, and nineteen passed. Twenty-seven students enrolled in developmental writing and nineteen passed. Two hundred and seventy-four disadvantaged students received tutoring in various academic disciplines. Two hundred and one academically marginal students received assistance from the Developmental Lab. One hundred and twenty-six of that total successfully completed their college program.

NMTC Special Service Counselor: **$21,659**

The Special Service Counselor provided services to one hundred and five students identified as visually impaired or learning disabled.

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SOUTHERN MAINE TECHNICAL COLLEGE PERFORMANCE REPORT 1993-1994

SMTC Adult Initiatives: $154,678

Two career counselors provided services to a total of two hundred and eighty adult students at nine off- campus locations. They also offered a total of twenty-nine workshops at thirteen locations with two hundred and forty-four people students. During the 1993-94 school year, fifty vocational courses were offered through twelve adult education centers. A total of one hundred and fifty-six scholarships were awarded based upon the attainment of a GED or high school diploma or financial eligibility. Eleven students received reimbursement for child care.

SMTC Learning Assistance Center: $126,017

This project provided academic assistance to: fifty-nine learning disabled students, one hearing/visually impaired student, eight orthopedically handicapped, twenty-five emotionally handicapped students and nine Limited English Proficiency (LEP) students. Three hundred and twenty students accessed Nova NET.

New students received a tour and orientation to the LAC. Students were also referred to the center by faculty. Center staff consulted with faculty on student progress. Students were interviewed and assessed to determine academic problems and to identify their needs. The center provided tutoring to an average of fifty students a day in math, English, science and computer applications. Nine LEP students received tutorial assistance. The center provided academic support services to seventy-two handicapped students and thirty-eight LD students. Three hundred twenty students had access to Nova NET. Five student tutors were trained and were available for tutoring four hours a week.

SMTC Student Support Services: $41,818

The Students Support Services Counselor communicated with faculty, staff and off-campus agencies and worked with the disadvantaged students, to establish and reinforce the referral network.

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The counselor met with prospective Southern Maine Technical College students. One hundred seventy-two prospective students received general information. Five hundred ninety-five students were tested, evaluated and referred appropriately for help with remedial work, personal counseling, financial aid counseling.

The retention rate for disadvantaged students was eighty-three percent. Of the three hundred fifty-six at-risk students identified, two hundred and ninety-four completed their program (or 83%).

A needs assessment survey was developed and administered to all eight hundred and sixty incoming students to identify their needs. Students were given information to make them aware of support services.

SMTC Personal Counselor: $34,572

A policy has been developed for record maintenance after counseling services have ended and the student has graduated or has ended his/her association with the college.

Student utilization of the Southern Maine Technical College Counseling Service continues at a rate consistent with the norm for college counseling services. The counselor continues to take an active role in the Campus Orientation Committee to ensure that incoming first year students are not only aware of services available but also know how to use them.

Copies of the executive summary of the CORE Drug and Alcohol survey were sent to all Department Chairpersons in April. Focus groups were conducted with residential students with drug and alcohol problems. As a result of these focus groups, prevention needs were identified and tabulated. The preliminary results were forwarded to the Dean of Students and the Substance Abuse Advisory Board.

Direct service hours for the period of February - April, 1994, increased by six point five percent over the same period for 1993. This appears to continue the positive growth pattern for service hours seen for the year of 1993, in which direct service hours increased by sixteen point six percent.

A program on stress management for women was presented on March fifteenth in conjunction with the Gender Equity Program. Sponsored by the Substance Abuse Advisory Board, a series of alcohol awareness programs were held during April which reached over two hundred and fifty students.

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The SKY SCHOOL satellite teleconference is scheduled for three days (June 21 through 23), with pre-registration running ahead of last year's program.

A meeting was held with the Chair of the Social Studies Department, who has agreed that the Peer Health Education program may be offered as part of this department's curriculum. The counselor is working with the Nurse Practitioner to develop the formal course content and coordinated with recruitment to offer the course in the Fall of 1994.

The counselor, accompanied by eight other faculty and student service personnel, attended training on infusing alcohol and other drug prevention into the curriculum on April 14. A two day working retreat with the area college prevention groups, and members of the Southern Maine Technical College Substance Abuse Advisory Board, was held on May 25-26, 1994.

The Southern Maine Technical College Substance Abuse Advisory Board (SAAB) continues to meet on a bi-weekly basis with stable membership. SAAB members held prevention focus groups with residential students awareness programs presented during Alcohol Awareness Month (April). In conjunction with the University of New England, SAAB will sponsor a three day teleconference of nationally recognized presenters on June 21-23.

The Counselor, an active member of the Southern Maine College Wellness Consortium, continues as the site coordinator for Southern Maine Technical College's involvement with four other area campuses under UNE's FIPSE Dissemination Grant. The counselor continues to serve as a committee member with the South Portland Safer Streets Task Force, broadening the college's involvement in community prevention efforts.

SMTC Professional Development: $39,632

This project provided funds to purchase a supervision newsletter for circulation among the staff. Thirteen individuals completed a one day communications skills workshop. Twenty-one individuals received tuition reimbursement for professional development activities. Forty-nine individuals attended a variety of local, regional, and national workshops and seminars.

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WASHINGTON COUNTY TECHNICAL COLLEGE PERFORMANCE REPORT 1993-1994

WCTC Adult Initiatives: **$31,792**

This project provided educational opportunities to enhance the employability of participating students and a community- based outreach program that integrated basic skills, individual and group vocational exploration and training.

Students in the Machias Adult and Community Education program prepared an Individualized Vocational Education Plan (IVEP) which became part of their portfolio. Students were: encouraged to take a learning style inventory survey, given an introduction to self-advocacy and self-assessment; told of the availability of career interest inventories and workshops. Sixty-one adults without high school credentials were served: twenty-two in a Basic Skills Program, fourteen in GED Preparation Program, nineteen in a High School Diploma Program, and six in the ESL Tutorial Program. The project also served nineteen adults with high school diplomas preparing to enter post-secondary education. Lubec's Adult and Community Career Guidance Project provided students with assistance in developing self-assessment, career planning, career decision-making and employability skills. Job Hunting Assistance was provided to adults making the transition from education/training to work. Thirty-eight certified Scuba Diver Assistants completed the State Emergency Driver Training Course. Workers were trained for a new fish flash freezing plant located in Lubec. The Harrington-O'Shea Career Decision Making System and financial aid information was provided to adults wishing to pursue post-secondary education.

The Summer Adult Education Outreach Program provided a basic education program to one hundred and twenty-nine adults. Forty-seven adults completed basic skills training with vocational guidance, forty-three of the adults were in individual sessions and four in a group workshop. Fifteen adults researched job/employability requirements while enrolled. Three adults studied for a truck driver's license. One received a Class I license and another received a driver's license. Fifteen adults completed an interest inventory. Six adults were placed in jobs and thirty-one adults enrolled in Summer Adult Education English and Math offerings. Twenty adults researched enrollment in further education/training programs. Thirty adults of the targeted population enrolled in an adult education diploma program or undertook study for a GED. Of those, sixteen obtained a GED diploma with others pending, and two received an adult education high school diploma.

Eight, without a high school diploma, studied basic skills. Five, with a diploma, are brushing up on basic skills.

WCTC Developmental Studies: $44,934

This project provided: tutoring and remedial instruction for disabled, disadvantaged and handicapped students. The learning lab served one hundred forty-two students. Students used the learning lab two thousand three hundred and seven hours. The average student use was sixteen hours.

During the first semester, the learning lab served seventy-four students or thirty-seven percent of the student population. Attrition was eighteen point nine percent or fourteen students. Second semester, sixty-eight students were served with no attrition. Efforts are being made to contact alumni to document program effectiveness.

Other activities provided by the learning lab included: résumé writing and placement activities; independent study course for disabled, handicapped, and disadvantaged students; individual learning plan development, study, note-taking and math skills workshops; determining readability grade levels for instructor's texts and the provision of specialized programmed instructional software to individualize remediation for handicapped and disadvantaged students.

WCTC Student Support Services: $28,183

Twelve "at-risk" students were accepted with two conditionally accepted. Ten students were given course assignments according to their needs and skill levels. Three students failed due to poor grades. A student assistance team was formed to discuss admission, placement and progress. Eighteen students participated, two dropped out. One hundred and nine students received tutorial, advisory, and counseling services. Of nine of these students dropped out of the program.

Five students participated in a support group was formed for studer in non-traditional programs.

The Student Support Services Counselor met with students and counselors from the following agencies/organizations: JTPA (thirty), Vocational Rehab (six), Dislocated Workers (twelve), OHS (one), TDC (one), and VA (one).

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WCTC Professional Development: **$3,211**

This project provided funding for six faculty and one administrator to pursue courses to upgrade their skills and knowledge in technical education. Eight employees comprising faculty, staff and administration attended the Dirigo Institute.

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ADULT TRAINING AND RETRAINING PROGRAMS 1993-1994

The Maine State Plan has pledged that 30% of each local unit's formula allocation be allocated to Adult training and retraining initiatives. The resulting programming needs are prioritized by local advisory committees made up of adult education programmers and local vocational administrators. Post-secondary Perkins dollars are also pledged in the same manner. This process and the resulting priorities are reflected in the local applications for funding.

This front loaded commitment and the collaborative process with local adult educators for prioritizing needs has seen a high level of outreach, programming and service to students not otherwise served in the traditional sense.

The types of activities include retraining for adults, training for adults with special needs, quality control and total quality management for industrial effectiveness, air quality control and technical upgrading of employees.

The conduct of these activities through local adult education programs has also permitted a higher level of interface with basic skills development for those needing them. Interdisciplinary programming and integrated studies capabilities are likewise expanded.

Conversely, the ability to conduct targeted projects with substantial statewide impact is limited by the nature of flow-though formulas. Some progress is being made in this area as local units form coalitions to provide support for projects with statewide impact.

Maurice Parent, Consultant
Division of Adult and Community Education

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PROGRAM AREA PERFORMANCE REPORTS: EARLY CHILDHOOD EDUCATION, HOSPITALITY AND FOOD SERVICE, COOPERATIVE EDUCATION AND HEALTH OCCUPATIONS/CNA TRAINING AND COMPETENCY EVALUATION 1993-1994

1. EARLY CHILDHOOD EDUCATION

Early Childhood Educations in Maine developed their own professional affiliate, ECOC (Early Childhood Occupations Educators) which will become an affiliate of MVA (Maine Vocational Association) and AVA (American Vocational Association).

Early Childhood Educators continue to interface with MAEYC (Maine Association for the Education of Young Children).

Many Early Childhood Programs also have a Parenting Education component and/or a School-Based Child care component.

In fiscal 1994, there were 12 Early Childhood Occupations programs in Maine which served approximately 180 students.

II. HOSPITALITY/FOOD SERVICE

In fiscal 1994, there were 20 Hospitality/Foodservice programs at the secondary level which served over 300 students.

These programs articulate with Maine's post-secondary programs at the Technical Colleges and work closely together throughout the year on curriculum issues, trade shows, etc.

The Maine Restaurant and Innkeepers Association has been key to providing updated legislative information to the instructors as well as providing vital employment opportunities data and linkages.

The Hospitality/Food service programs are in their second year of piloting a new DACUM curriculum which was developed with input from industry

personnel. Local Advisory Boards for the programs continue to evaluate and modify these curriculums as needed.

Future goals include re-instituting the Statewide Hospitality/Foodservice Advisory Board for the improvement of communications and vital linkages statewide.

III. COOPERATIVE EDUCATION

In fiscal 1994, there were 51 Cooperative Education Programs which served approximately 900 students.

The Maine Department of Education's program consultant continued to work with the Maine Department of Labor in updating and improving the mechanism for reporting program data and well as the format for training plans.

Cooperative Education Educators through their professional organization MACE (Maine Association for cooperative Education) held several workshops throughout the year which focused upon their role in State/National Vocational goals such a s JAG, Tech Prep, and other School-to-Work initiatives.

An annual technical update workshop was held in conjunction with the Maine Vocational Association's convention which featured presenters from the State and National levels focusing upon labor law issues.

IV. HEALTH OCCUPATIONS/CNA TRAINING AND COMPETENCY EVALUATION

In fiscal 1994, there were 23 Health Occupations Programs at the secondary level which served approximately 400 students.

Additionally, the Adult Education delivery system and the post-secondary continuing education system administered over CNA programs which served over adults.

All of these students completed the State Board of Nursing's Prescribed Curriculum as well as the State-Administered CNA competency testing.

The success rate for Maine's students in satisfactorily completing the program and passing the competency exam in 97%.

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Secondary Health Occupations Educators professional organization MHOEA (Maine Health Occupations Educators Association) reorganized and plans to sponsor workshops/seminars/newsletters to improve knowledge and communications among all health educators.

The Maine Department of Education, in cooperation with the sponsorship of the Maine State Board of Nursing, the Technical College System and the Maine Department of Mental Health & Mental Retardation sponsored a seminar to help instructors incorporate mental health concepts and teaching strategies into their CNA curriculums.

The student organization HOSA (Health Occupations Students of America) continues to encourage instructors to incorporate HOSA concepts into their curriculums.

Maine's HOSA delegation to the National conference participated successfully in several competitive event categories and placed in the top ten nationally.

Single Parent/Sex Equity Programs

Title II, Part B, Sections 221 - 222

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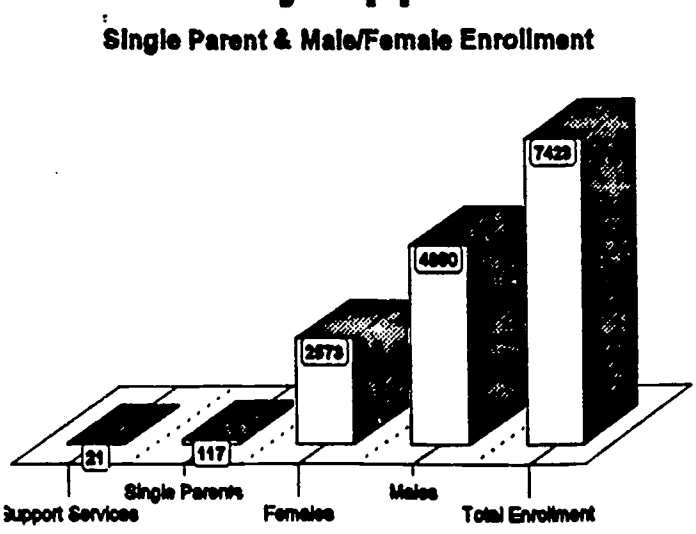
Single Parents, Single Pregnant Women and Displaced Homemakers

Number of single parents and homemakers served:

Secondary:	**21**
Postsecondary:	**87**
Adult:	**163**
Community Based Organizations:	**48**
The Maine Displaced Homemaker Program:	**664**
Total	**983**

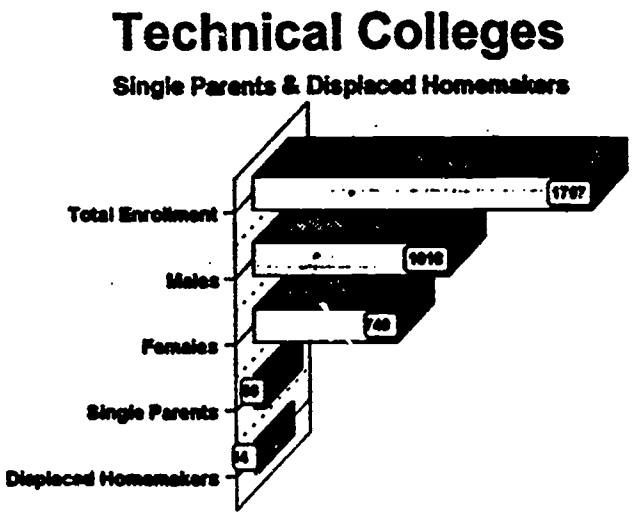
The data identified above are for single parents and homemakers enrolled in or supported by programs receiving single parent and homemaker funds under the single parent and homemakers' set-aside. This data does not represent the total number of single parents and homemakers enrolled in all postsecondary, adult, and secondary applied technology programs operating in Maine. For the latter, secondary applied technology programs served 117 single parents. It is not known how many are served in adult and postsecondary applied technology programs.

The data in the chart on the right identifies that males comprised some 65.3% of the total enrollment and females some 34.7%. All the single parents identified were female, therefore, accounting for some 4.5% of the female enrollment. Of the 117 identified single parents, some 17.9% required support services which

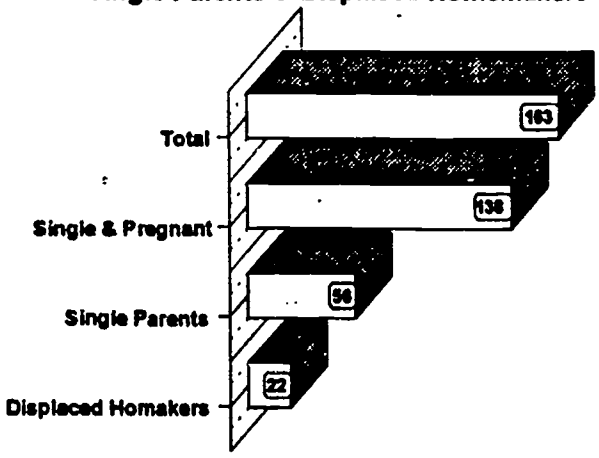


consisted of child care and/or transportation.

The enrollment at the postsecondary technical college level reveals that of 1767 students, 87 (4.9%) had a need for dependent care and/or transportation. It is not know the how many single parents and displaced homemakers are enrolled throughout the Technical College System because that data is not collected. All that is known is the 87 who had a need for dependent care and/or transportation.



Adult education served a total of 163 single parents and displaced homemakers. Of this total, three (3) or 1.8% were males. Two of these males were identified as displaced homemakers and it is not know what category the other identifies himself with. Some 13.5% were displaced homemakers, 34.3% were single pregnant women, and 84.7% were displaced homemakers. It is evident that there is a duplicate count with regard to single pregnant women and single parents and some overlap between displaced homemakers and single parents.



For community based organizations, of the 48 people served, 25% (12) were displaced homemakers and 62.5% (30) were single parents. It is not know what category the remaining 12.5% describe themselves as. The services these individuals received was nontraditional skill training. These 48 individuals are included under adult education for the purpose of receiving dependent care and transportation assistance.

Examples of exemplary programs are the Maine Displaced Homemakers Program operating state-wide with central offices at the University of Maine at Augusta and Educational Skills Inc. Brief descriptions for each of these programs follow.

The Maine Displaced Homemakers Program - The program provides prevocational and pre-employment support services to displaced homemakers and single parents through a Statewide network of service providers. The Displaced Homemaker Project is designed to support displaced homemakers and single parents in such a way as to provide displaced homemakers with marketable skills or preparation for placement in approved adult vocational programs, Maine Technical College programs, or other vocation or technical programs designed to provide participants with marketable skills. The project assists displaced homemakers and single parents through activities related to self-knowledge, career exploration, transition to work, and entrepreneurial skill training utilizing the New Ventures model. More specifically, the program meets the following objectives.

1. To provide workforce literacy activities related to the needs of vocational education where these activities are integrated into or coordinated with employment training/pre-employment training.

2. To ensure a comprehensive, individualized program based on careful client assessment and tailoring of a program around their individual needs.

3. To provide pre-employment activities which focus on self-knowledge, career exploration, and transition to work skills.

4. To deliver the New Ventures entrepreneurship training program to clients assessed as ready for such training.

5. To provide education/training and job placement assistance to displaced homemakers and single parents.

Educational Skills Inc. - The purpose of the grant to Educational Skills Inc is to support a single project designed to provide comprehensive preparatory

and occupational skill training services to single parents who are pregnant and/or parenting regardless of age, in an experiential educational environment. The program concentrates on building confidence in four areas:

- personal development;
- career development;
- job-based literacy;
- basic skills in vocational or technical occupations.

Student support services are provided either directly or in coordination with other agencies, to include child and dependent care, transportation assistance, counseling (personal, career, and educational), support group activities, and referral to various agencies for other needed support services. Transitional support services necessary to ensure successful placement in a job.

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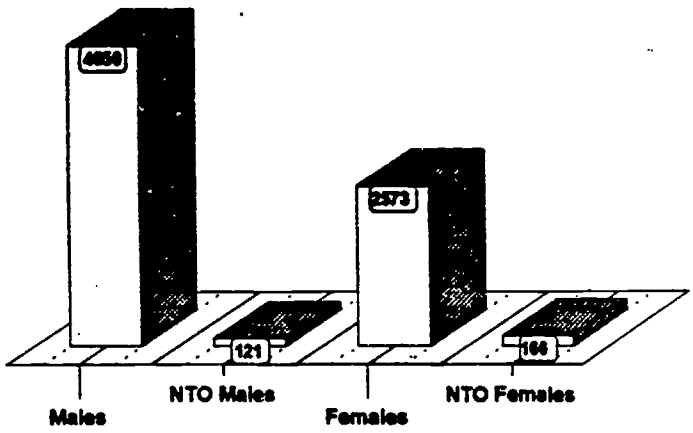
Sex Equity

Total number of secondary vocational programs		**69**
Number of programs traditionally male	**35**	**50.72%**
Number of programs traditionally female	**13**	**18.84%**
Number of programs with balanced enrollments	**21**	**30.43%**
Total secondary vocational enrollment		**7423**

Male & Female Enrollme

Secondary Vocational Education



Males comprise some 65.34% of total enrollment while females comprise some 34.66%. Total enrollment in Maine's secondary vocational centers and regions are clearly balanced by gender. Furthermore, when one looks at the percent of balanced programs, it can be seen that they comprise some 30.43% of all programs. For Maine, a key indicator of success in sex equity is based on the percent of balanced programs being delivered. At 30.43%, Maine is clearly headed in the right direction. Yet NTO enrollment in the hard trades and in some traditionally female programs remains low.

In the chart, Male & Female Enrollment, it can be seen that only 2.49% of all males enroll in traditionally female programs and only 6.45% of all females enroll in traditionally male programs. What can be said about this is that females are far more likely to enroll in an NTO program than males. Females do account for some 4.69% of the enrollment in traditionally male programs while males account for 10.45% of the enrollment in traditionally female programs.

Examples of exemplary programs are the secondary vocational sex equity CADRE programs which operated at 10 sites during this program year, the

Women Unlimited preapprenticeship/apprenticeship program, and the gender equity curriculum project. Brief descriptions of each follow.

Secondary Sex Equity CADRE Project: The purpose of the CADRE project is to develop a team of sending school and community personnel who will work on issues of sex equity to ensure that there is widespread school and community support for nontraditional students. This is done through a seven step process involving: 1) team building; 2) institutional assessment; 3) identification of barriers; 4) development of strategies to remove barriers; 5) development of a plan to implement strategies; 6) implementation of the plan; and 7) evaluation. CADRE sites for the current program year are:

The Kenneth Foster Applied Technical Center
The Lewiston Regional Vocational Center
The Portland Regional Technical Center
The Waterville Regional Vocational Center
The Skowhegan Regional Vocational Center
The Southern Aroostook Vocational Education Region #2
The Northern Penobscot Vocational Region #3
The United Technologies Center, Vocational Region #4
The Mid-Coast School of Technology, Vocational Region #8
The Oxford Hills Technical School, Vocational Region #11

Prevocational/Preapprenticeship Training Project for Women: The purpose of the program is to provide a preapprenticeship/apprenticeship training program which will result in women being trained in trades and apprenticeable trades nontraditional for their sex and lead to successful placement as an apprentice or journey worker or placement in a nontraditional job or nontraditional technical college program. The preapprenticeship program meets all requirement of an apprenticeship program as identified by State and Federal standards and the program concentrates on building confidence in the following six areas: 1) physical conditioning; 2) personal development; 3) career development; 4) job based literacy; 5) math competency; and 6) basic skill in nontraditional trades. The program is being delivered by Women Unlimited.

Sex Equity DACUM Project: This is a project which has been approved to be funded through FY-96 (school year 1995-96) The grant has been awarded to Kennebec Valley Technical College. The project has completed a Competency Profile for Gender Equity in Trades and Technical Careers. In addition, a curriculum outline has been completed for use with the following target groups: students, educators, and business, industry, and organized labor. Work has begun to develop curriculum guides for use

with the policy makers and parents. The project will continue to develop curriculum guides for each of the five target audiences identified in the profile. Furthermore, the project is developing information on the significant contributions women have made to the trades. Information will be available, not on women firsts, but on women who invented or perfected tools, equipment, and methods by which traditionally male activities are accomplished.

Edward T. Maroon
Education Specialist
Single Parent & Sex Equity Programs

Criminal Offenders

Title II, Part B, Section 225

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CRIMINAL OFFENDERS SERVED THROUGH PROGRAMS IN CORRECTIONAL INSTITUTIONS 1993-1994

As a result of receipt of this grant award, we were able to retain the two Teacher Aide positions. As a result, the programs have been able to operate at full capacity.

There were two significant changes/additions of equipment for the programs this year. The facility was able to purchase a 1980 4WD tractor for the Wood Harvesting program, and the power plant, purchased from supplemental Carl Perkins Grant monies from last year ,was put on line.

The new tractor replaced an antiquated tractor that had been constantly repaired for the past several years. It provided students more opportunity to practice yarding techniques, as students were not using the old tractor. It also gave them experience with more up-to-date and powerful equipment. The power plant, which was purchased in various pieces, was assembled over a period of time, by students and staff. Other parts were manufactured by the program to meet their specific requirements. It was quite a learning experience. Each step was inspected to ensure OSHA requirements and practicality of use. The additional use of the power plant had freed up the use of another tractor that is on loan from the Department of Inland Fisheries. Several new saws were also purchased and put on line.

The students in both programs participated in an exhibition at a local saw shop when a representative of the Husqvana Company demonstrated wood cutting techniques. A biologist from the Department of Inland Fisheries also put on a presentation regarding the management practices at the Bud Leavitt Wildlife Area. The highlight was when prisoners participated in a tour and helped check woodduck boxes on the area.

The Sawmill Program served 16 prisoners. Of these, seven (7) were enrolled as students, and four (4) received certificates this period. The students produced 32,000 board feet of lumber of various species and dimensions. Most of the materials are on hand for future projects.

The Wood Harvesting Program served 19 prisoners. Of these, nine (9) were enrolled as students, and three (3) received certificates this period. The students produced 268 cords of fire wood for facility use. As a result of these programs, four (4) management projects were completed. Students

participated in road repair, winter road building, laying out yarding roads, thinning and pruning pine plantations, clear cutting alder runs for woodcock resting sites, and establishing boundary lines.

MAINE IMPACT: PREPARING WOMEN FOR WORK 1993-1994

The Maine Impact Project funded three distinct educational components providing incarcerated women with programming designed to assist them in their incarceration and their release to the community. The three elements were, personal and career exploration, fitness, and job/school placement on release. The following provides a narrative review of the project.

Christine Winter, M.A., facilitated two, five week training sessions and two, four week follow-up exploration sessions held during the fall of 1993 and the spring of 1994. During those sessions, women participating in the program were introduced to nontraditional employment opportunities for women, and crisis intervention and community resources. Participants were introduced to these concepts through speaker volunteers. The following is a list of individuals who participated in the program as speakers: Anne Marie Bithes from the Rape Crisis Center; Paulie Campbell from the Family Crisis Center; Lisa Beecher from the Portland Police Department; Linda an incest survivor; Kate a battered woman; and, Andrea McCall and Nancy Rankin from Southern Maine Technical College.

Providing training and support on the concept of fitness and employment, Beth Bielat, a certified Nadieta Fitness Instructor, directed two, four week sessions on aerobics. Moreover, Ms. Bielat gave the women the skills and confidence to continue the program beyond the completion of the training sessions.

The last component of the program was a Release/Placement Program. Brad Harding was contracted as the job developer for women inmates. Brad developed and produced a questionnaire for the project and worked with community resources such as the Maine Job Service, University of Southern Maine, Maine Technical Colleges, Pierre's School of Beauty, Portland Adult Education Center, and the Department of Corrections Pre-Release Centers to provide the women with a wide range of opportunities. Immediately prior to their release, Brad would begin exploring opportunities for women program participants. These opportunities included scheduling interviews with women inmates to determine their interests and then scheduling interviews for

potential employment and/or interviews for educational interests. Limited numbers of women being released during the contract period provided the ability to extend the program beyond the planned four months of intended coverage.

Special Populations

Title II, Part B, Section 118

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DISABLED STUDENTS IN VOCATIONAL EDUCATION SECONDARY LEVEL:

Mainstreamed With Additional Services	**1,112 - 14%**
Served in Separate Programs	**209 - 2%**
Mainstreamed Without Support	**181 2%**
Total Disabled Enrollment	**1,502 - 20%**
Total Secondary Vocational Enrollment:	**7423**

All disabled students are afforded equal access to recruitment, enrollment and placement in vocational programs through the Pupil Evaluation Team (P.E.T.) process. Programming and placement for disabled students is determined by the pupil evaluation team with direct input from local vocational education staff members.

The PET team may decide to place the student in a regular mainstreamed program without support or with support. The determination is based on the review and synthesis of all assessment information available. Most of the assessment information is obtained through situational assessment and teachers anecdotal notes and observations.

If support is requested in order for a disabled student to succeed, it may be in the form of one-on-one assistance, tutoring, remediation, career guidance and counseling, job coaching, curriculum modification, equipment modification and transition assistance from school to the world of work, or obtaining services from an adult service provider. Recommendation may also be to place the student in a separate program, i.e., diversified occupations or general trades. They are totally individualized with instruction based on task analysis.

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DISADVANTAGED STUDENTS IN VOCATIONAL EDUCATION SECONDARY LEVEL

Economically Disadvantaged	**979 - 13%**
Academically Disadvantaged	**983 - 13%**
Both Economically and Academically Disadvantaged	**446 - 6%**
Total:	**2408 - 32%**
Mainstreamed With Support	**1131 - 15%**
Mainstreamed Without Support	**1054 - 14%**
Served in Separate Programs	**225 - 3%**
Total:	**2410 - 32%**
Total Secondary Vocational Enrollment:	**7423**

The additional or supplemental services provided to disadvantaged students include:

- Tutorial Assistance
- Job Development
- Remedial Education
- Job Coaching
- Peer Tutoring
- Assessment
- Guidance and Counseling

A compilation of quarterly progress reports reveals that the services provided, especially the remedial and tutorial, were very effective in helping students complete their course of study and had a major impact on retention, with as many as 90% of disadvantaged students obtaining a high school diploma.

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LIMITED ENGLISH PROFICIENT (LEP) STUDENTS SECONDARY LEVEL

Out of a total of 7,423 students enrolled in secondary vocational education, 38 have been identified as limited English proficient (L.E.P.). They are primarily South East Asians. They are enrolled in regular mainstreamed programs. They are provided with facilitators to assist them in learning vocational English as a second language.

Joseph Lessard
Special Needs Coordinator,
Division of Applied Technology

State Leadership and Professional Development

Title II, Part A

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VOCATIONAL CURRICULUM RESOURCE CENTER OF MAINE PERFORMANCE REPORT 1993-1994

The Vocational Curriculum Resource Center of Maine (VCRCOM), due to the extensive demands of a variety of educational initiatives -- School-To-Work, Tech Prep, Integrated Academics, Goals 2000, Youth Apprenticeship -- is on the brink of changing its service base as well as its method for delivering services.

There is a vast need for the VCRCOM to expand by formally servicing all educational arenas in Maine and expanding its electronic and in-service capabilities. Circulation figures continue to increase by at least 25% each year and the demand for more in-service opportunities in the curriculum area is on the rise.

The impact the VCRCOM has made in Maine's educational environment includes statewide, lending library of curriculum and instructional resources, curriculum-related in-services (updates, creation, etc.), host electronic bulletin board, conduct national searches for resources through the National Network for Curriculum Coordination in Vocational/Technical Education (NNCCVTE), exhibit at educational conferences, and conference presentations. It is vital to the educational fabric in Maine that the VCRCOM not only continue its services but expand (both internally and externally) as the demand for materials and services has indicated a need.

GENDER EQUITY IN EDUCATION AND THE WORKPLACE

The Gender Equity in Education and the Workplace continues to be an exciting and vital project. The business/industry and educator audience groups convened to develop their portion of the curriculum project. The initial research on "History of Women in the Trades" was completed, which will now be refined and developed into a user-friendly format for publication. Overall, the impact of this document has been overwhelming -- both in-state and nationally and the finished document is still under development!

SEX EQUITY RESOURCES

The Vocational Curriculum Resource Center of Maine continues to experience increased circulation of materials and resources in the area of equity. The 1993-94 circulation figures increased 65% over the 1992-93 circulation activities, which continues to support the ongoing need and demand for making equity materials available for use by all educational environments in Maine.

Susan N. Donar, Director
VCRCOM

DIRECTOR'S 4% SET-ASIDE

VII. STATE LEADERSHIP AND PROFESSIONAL DEVELOPMENT

The State 4% Set-Aside was administered by the University of Southern Maine. The School of Applied Science acts as the agent for the Maine Association of Vocational Administrators.

The administration of funds includes assessing the formula for contributions to all Center and Regions in the State of Maine. As agent for the Maine Association of Vocational Administrators, (hereafter referred to as AGENT), the University is required to have authorization from the dispersal agent as appointed by the directors. All requested funds require a letter requesting same for authorized activities under the current operating budget. Upon request for disbursement, funds are authorized by the treasurer of the AGENT. This process assures appropriate use and dispersement of funds.

The following areas have received funding through the AGENT:

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VOCATIONAL CURRICULUM RESOURCE CENTER OF MAINE **$4,600.00**

SERVICES:

Curriculum Workshops:
- Diesel Mechanic/Heavy Equipment
- Auto Mechanic

Curriculum Development:
- Marketing
- Graphics

MEVOCNET Workshops x 2

YOUTH LEADERSHIP COORDINATION **$1,650.00**

SERVICES TO: FBLA, DECA, VICA, HOSA, FHA/HERO, and FFA

TRAVEL FOR: DECA, VICA, AND FBLA Conferences $ 450.00

MAINE VOCATIONAL GUIDANCE ASSOCIATION CONFERENCE **$1,377.26**

FBLA State Advisors and Student Leadership	$1,900.00
FHA/HERO Handbook developed to integrate FHA/HERO into the classroom	$1,900.00
DECA CONFERENCE preparations and expenses	$2,000.00
HOSA consultant services, Convention workshops and speakers, National HOSA Leadership Conference, Executive Board Leadership Meeting	$2,000.00

FFA State and Chapter leadership. Participation in professional development and leadership activities.	$2,000.00
MAINE PRINCIPALS ASSOCIATION, professional development	$1,000.00
VICA Skill Contest and statewide leadership events	$2,000.00
MAINE VOCATIONAL ASSOCIATION Technical Up-dates: Professional staff development for instructors	$3,000.00

Set-asides for professional development, supported staff development, and special projects to support students, instructors, and directors amounted to approximately $13,000 for the 1993-94 program year.

Greg Bazinet
University of Southern Maine

Community - Based Support

Programs

Title III, Part A

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COMMUNITY-BASED ORGANIZATION SUPPORT PROGRAMS: JOBS FOR MAINE'S GRADUATES, INC. 1993-1994

Jobs For Maine's Graduates, Inc. operates 31 program sites at 25 schools throughout Maine, with a waiting list in excess of 50 sites. Approximately 1,800 students will be enrolled during this program period at an average cost of $1,080 per student. Funding for this program year is composed as follows:

State of Maine	872,611
Maine Department of Labor	491,293
Local Contributions	184,898
School-To-Work Opportunities Act (SWOP)	200,000
	$1,748,802

The number of students served by JMG, Inc. during the period, by sex, is:

male:	972
female:	828

The number of students served by JMG, Inc. during the period as represented by an urban/rural designation is:

urban:	n/a
rural:	1,800

The programs, services and activities of this company (CBO) are:

School-To-Work Transition (STW): An eighteen-month program aimed at transition from school-to-work for seniors at risk of unemployment or underemployment after school. The program targets graduation, employment in quality jobs, attainment of 37 work readiness competencies, personal growth and realistic, practical development planning. The program also features nine months of active follow-up after graduation.

Opportunity Awareness Program (OAP): a twelve-month (year-round) program aimed at 9th, 10th and 11th grade students at risk of dropping out of school. The program targets remaining in school, attainment of socialization and work related competencies, career awareness and planning, and development of academic strengths

Project Reach (experimental): a twelve-month (year-round) program aimed at 7th and 8th grade students at risk of separation from family support/involvement and school. The program targets strong connections with school life, development of social and group skills, family support/involvement and academic performance.

Work-Based Learning (WBL) (experimental): a twelve-month (year-round) program aimed at seniors for whom employment-related skills development, combined with applied academics, is appropriate and necessary for transition into the work world. The program targets graduation, attainment of 37 work-readiness competencies, personal growth, employment in growth jobs, certified occupational skills development and academic supports during two-year-plus experience (including a "thirteenth" year and nine months of active follow-up).

Additional Features of The Program

* The employment of trained, highly supported "Specialists" at each site who provide career competency instruction, guidance, remediation, and advocacy for 30 to 40 students.

* Instruction in career exploration, job attainment, and employer/employee relations competencies developed with private sector assistance to assure that students meet workforce requirements upon graduation. The course is yearlong and meets four days/week during class time, providing the student with one academic credit per year.

* Student participation in the Maine Career Association, a highly motivational youth organization which helps students develop the self-confidence and leadership skills necessary to compete in the workplace.

* Provision of remediation and basic skills education drawn from available resources in the school and community.

* Core curricula offerings in the OAP program by specialists certified to teach in those areas.

* Nine month follow-up service upon graduation to support both students and employers during the critical early transition period.

* Intensive job development activities to secure employment opportunities related to the participants' career interests.

POSITIVE RESULTS: HIGH STANDARDS

The success of the program is evaluated on the basis of meeting the national performance standards specified by the JAG Model and by those standards approved by the JAG Board of Directors. These standards include:

* 90% of JMG seniors must graduate or receive their G.E.D. The JMG Class of 1994 had a graduation rate of 94%.

* Student participation in the Maine Career Association, in which community service and fund raising activities are emphasized. JMG's class of 1994 contributed over 20,000 community service hours to the people of Maine.

* 80% "positive outcomes" for all graduates (on the job, military service, or post-secondary education) within nine months of graduation. The Class of 1994 JMG students attained 84% positive outcomes.

* 70% of all non-seniors must have returned to school. In Maine 97% of all OAP students returned to school this fall.

JMG, together with JAG, has implemented an extensive data collection and research analysis system to verify all aspects of performance. In addition, technical assistance and on-site monitoring is provided throughout the year to guarantee compliance with the model.

Peter Thibodeau
Vice President
Jobs for Maine's Graduates

Consumer and Home Economics

Education Programs

Title III, Part B

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CONSUMER AND HOME ECONOMICS EDUCATION

1. a. Total Number of Students Served

	Females	Males	Total
9-12	9,678	4,413	14,091
K-8	11,215	11,190	22,405

b. Numbers Served Through the Grants

	Depressed Females	Depressed Males
Pre-School	5	3
Grades K-12	393	431
Adults	95	29

There were 75 junior high students (sex not identified) who also need to be included as being served.

2. Achievements in Programs and Support Services in Depressed Areas:

a. Consumer and Home Economics funding made it possible for children in grades K-8 in a very rural, isolated area to receive instruction in healthy lifestyle choices including nutrition, consumerism, self-esteem, alcohol and other drugs. The high school home economics teacher provided the instruction for a quarter in four schools located in the Maine School Administrative District.

Because of this program, children began taking healthier snacks to school (where other children checked their classmates!) and taught their parents what they had learned. There were 786 children served through this program.

The teachers also focused on interpersonal relationships and healthy alternatives to drugs and alcohol.

The administration hoped to receive local funding to continue providing the additional opportunities for the elementary/junior high children in ensuing years. The senior high teacher was given a full-time position at the high school in order to expand the offerings and help more students there.

b. In another depressed area, a dynamic home economics teacher developed a semester course in parenting education with a focus on child abuse prevention. In the depressed fishing community, alcoholism and child abuse are prevalent. One of the males enrolled wrote to the teacher thanking her for helping him to overcome his fear of the little ones.

More about this program later as it was selected as the exemplary one.

c. Two adult parenting courses were provided in two depressed communities. One of the towns has a high incidence of teen pregnancy and teen parents, mostly single teen parents. Adult parents, particularly those enrolled in the course in that community, supported the start-up of a school-based child care program for teen parents at the local high school. There were four men and sixteen women enrolled in the adult course in the community.

Parents in both courses wrote that communication had greatly improved in their families - it was more open and honest; they became less critical of themselves and their children; and they became more open to change.

Since this is the second year of funding for these programs, the state supervisor has encouraged the facilitator and parents to lobby for parenting education in the high schools so young future parents will be prepared, or better prepared to become parents and not suffer the stress (or the children suffer) form lack of knowledge.

3. Achievements in Programs and Support Services in Non-depressed Areas:

a. The Work and Family Institute was continued part-time to deliver work and family seminars to employees/employers to help

them balance work and family. About 250 people were served through the seminars. Half of the participants were male. Participants rated the seminars highly and indicated they were very helpful. Some said they found "peace" with themselves and how they were managing.

b. The Maine Home Economics and Health Occupations Resource Center continued to serve home economics, health occupations, home economics related occupations teachers, and some related community organizations. The Center Coordinator circulated some 6,000 resources to those identified during 1993-94. Several workshops were provided by the Coordinator addressing such issues as project TAKE CHARGE, a family life education curriculum for junior high students; parenting education; and available Consumer and Home Economics Resources. The Coordinator facilitated the writing of the Maine Parenting Education Curriculum Guide. Seven Consumer and Home Economics teachers volunteered their time to write the outstanding guide. The State Consumer and Home Economics supervisor served as consultant and an editor of the resource. She also serves as a member of the Center Advisory Board.

As a result, teachers and others receive current, related resources along with valuable technical assistance from the Center and the Department of Education to implement resources and curriculum into their classroom.

4. Achievements in State Leadership

a. The State Consultant evaluated and/or provided technical assistance to several teachers located in economically and non-economically depressed areas. Services were also provided to administrators, architects, and others requesting them. The results were an upgrading and broadening of local curriculum and facilities.

The Home Economics consultant continues to provide some funding and technical assistance to school administrators, staff and citizens who wish to start a school-based child care center for teen parents. There are now 13 centers serving children while their parents complete their education. Not only do many students complete high school, but several go on to post-secondary education.

The State Consultant served as the Department of Education Chairman for Goal I of the National Education Goals: For The Year 2000. Home Economics subject matter such as parenting, child development, nutrition and health play an important role in preparing students for parenting, including ways to help children in their learning so they will be ready to enter school. A progress report was written by the Committee Chairs and distributed to over 100,000 households in Maine.

The Consumer and Home Economics and Sex Equity Consultants have always worked closely together. He willingly edits Consumer and Home Economics curriculum materials for sex equity balance. He relies on the Consumer and Home Economics Consultant to review proposals each year for child care and parenting grants. She also assists with the evaluation of such programs.

b. The Consumer and Home Economics consultant provides technical assistance to schools to establish school-based child care for teen parents. The result of such programs are most gratifying. They keep teens in school to complete their education with many going on to post-secondary education. They also provide child care for their children in a safe environment. The teen parents are required to enroll in a parenting education class which hopefully helps them understand the developmental levels of children and to create a loving home environment, free from child abuse and neglect. Parenting skills also provide students with knowledge and understanding of activities to do to help their children start school ready to learn.

b. The State Supervisor served as the State FHA/HERO Adviser. The Assistant State FHA/HERO Adviser and she provided leadership for 185 members in 13 chapters. Consumer and Home Economics funds helped to provide in-service workshops for officers and their advisers. The number of male members increased by about 8%. Six chapters participated in STAR Events at the State Convention.

5. Benefits Derived Under Program Development, Program Improvements, Curriculum, and Other Ancillary Services.

The Maine Parenting Education Curriculum Guide was printed and distributed to high school Home Economics teachers, state

supervisors in the other 49 states, the Education Committee of the Maine Legislature and others who have requested copies. The resource has been a great success. It has raised education and community awareness and has resulted in an increase in the number and quality of high school parenting education courses. A summer workshop which was well attended by teachers, was held to help with the implementation of the guide. In addition, workshops were held around the state to serve those teachers who could not attend the summer workshop. C&HE funds were used to pay workshop consultants and for the printing of the guide.

APPENDIX

Exemplary Program

Criteria For Exemplary Program Selection

Selection of proposal was based on:

- ☒ Located in economically depressed area
- ☒ Addressed a priority project such as parenting skills
- ☒ Promoted sex equity
- ☒ Integrated FHA/HERO
- ☒ Increased enrollment
- ☒ Increased enrollment of boys
- ☒ Interacted with the community
- ☒ Integrated other subject areas in school

Need For Project

The rural County area in which the high school was located, was again rated as having the highest poverty level in the State of Maine during 1993-94. Along with poverty has come alcoholism and child abuse. During her first year of teaching in the community, the teacher had first hand experiences with students coming forward with stories of emotional, physical , and sexual abuse. Instead of feeling at a loss of what to do, she was determined to begin parenting courses to interrupt the cycle of abuse. With the help of the C&HE grant, the teacher developed a course called "Importance of P.L.A.Y." (Pupils Learning About Youth). The focus was on parenting and child abuse prevention.

A second part of the grant was to organize an FHA/HERO chapter to provide students with the opportunity to develop leadership and interpersonal skills, and become involved volunteers in community activities.

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Goal Statement

Provide a safe learning environment for all high school students and empower them with child abuse prevention and parenting techniques.

Enrollment

	Females	Males
High School	**10**	**9**
Junior High		**75 (Do not have sex breakdown)**
Kindergartners		**19 (Do not have sex breakdown)**
Nursery School	**6**	**6**
Senior Citizens	**2**	
FHA/HERO	**20**	**13**

Activities

1. Eighteen students were certified in CPR. The Coast Guard provided the training free. The instructors were greatly impressed with the course, the goals, and certifying 18 students with the ability to save lives.

2. Students made book buddy bags. They were used to hold a storybook for each child in kindergarten at the elementary school. The senior high students helped the little ones paint their hand prints on the bags as a reminder of the older students reading to them.

3. During the three week nursery school experience, students learned about the needs of pre-schoolers. They learned that they didn't like to do things alone; they liked to have others do things with them. The twelve children that participated in the Tiny Tots Nursery School program were offered many experiences such as: bus trips to the library, doctor's office, and Head Start; hands-on crafts such as an African calabash bowl from paper mache', Indian vests made from paper bags, play dough made from home ingredients, and plenty of texture play with the sandbox containing birdseed for sand.

4. Multi cultural issues were discussed through the use of multi-cultural dolls.

FHA/HERO Community Activities

Seed Clam Bags:

In November, a local Shellfish Hatchery asked the teacher if her students would make seed clam bags using aluminum netting. The FHA/HERO members sewed 75 bags and made two trips to the hatchery to fill the bags with seed clams for wintering. The purpose of the seed clam bags is to offer protection from predators, while assuring the proper development of the clam. In the spring, the seed clams were scattered on mud flats in participating Downeast coastal towns. The replenishing of seed clams insures a future clam industry.

Cemetery Restoration:

FHA/HERO members also worked on a family cemetery in the community for five weeks. They dug up old headstones, cleaned and reset them by cementing the headstones in their proper places. They dug up old roots with the use of a lawnmower and a rototiller and reseeded the soil with grass seed and hay. At the annual town meeting, the townspeople voted to take over the perpetual care of the cemetery because it was proven that the person interred was a veteran and had his final resting place in the cemetery.

Other:

There were many other learning experiences and activities throughout the year to meet the major goal to increase parenting skills and provide leadership skill opportunities.

Outcomes

1. Students became aware that abuse is not acceptable in our society. At-risk, other students, and people from the community reaped the benefits of positive parenting skills that promoted alternatives to abuse.

2. Interdisciplinary activities made both students and teachers more aware of the course and what it was doing for students. For instance:

* Industrial Tech students constructed a sand box and art students painted it.

* In English classes, students wrote and illustrated children's storybooks.

* In Health classes, they used computers to do nutritional analysis.

* Students in computer class compiled and printed out the completed storybooks.

* During Home Economics classes, students wrote and produced a "Baby Sitting Basics" handbook.

3. Students made personal comments to the teacher that the course had made a difference in how they viewed children. One boy thanked her for helping him overcome his fear of little ones.

4. As a result of the FHA/HERO members cleaning the cemetery after years of neglect, the town took over the perpetual care of the cemetery. Students learned a lot about the history of their community and about the family buried in the lot. Ancestors are still living in the community.

The project was featured on statewide TV. A boost in the self-esteem of the chapter members was very evident!

5. Student enrollment was up.

6. Program and school received recognition through the local and state media.

7. Opened windows to careers for the students.

OMB NO. 1830-0503
EXP. 10/31/93

SECONDARY ENROLLMENT

Period report covers: July 1, 1993 – June 30, 1994

State: Maine

Name: Mrs. Janis M. Cross

Phone: (207) 287-5854

OCC PROGRAM NAME	UNDUPLICATED ONLY			Racial/Ethnic background of enrollees in Consumer and Home Economics. Count should be UNDUPLICATED.									
	TOT	TOTAL		American Indian		White		Black		Asian		Hispanic	
	INR	Males	Females	M	F	M	F	M	F	M	F	M	F
NAME AGRICULTURE													
MARKETING													
TECHNICAL													
CONSUMER/ H'MKING ED.	14,091	4,41[illegible]	9,678	29	65	4088	8645	33	38	34	51	12	33
OCC. HOME ECONOMICS													
TRADE & INDUSTRY													
HEALTH													
BUSINESS													
TECHNOLOGY ED/IND. ARTS													
Grand Total													

Tech Prep

Title III, Part E

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TECH PREP PERFORMANCE REPORT 1993-1994

During this past year, the Maine Technical College System's Tech Prep initiative has made significant progress in moving towards the goal of supporting public school systems throughout the state as they work towards the implementation of comprehensive Tech Prep programs. As the commentary which follows will demonstrate, efforts have focused primarily on the following activities:

- providing staff development for teachers designed to prepare them to implement the concepts and instructional strategies which undergird the applied academics approach;

- developing articulation agreements between secondary schools and technical college programs;

- encouraging the integration of technical and academic instruction;

- offering workshops for guidance personnel to help clarify the role of counselors in comprehensive Tech Prep programs; and

- preparing materials designed to inform educators, parents, students and the business ommunity about Tech Prep.

To fulfill its Tech Prep mission, the Maine Technical College System has created five regional consortia, each based on a technical college campus. In addition, a special project sponsored by the Technical Educators Association of Maine (TEAM) is funded. This report summarizes the activities of those entities.

PART ONE: Number of students served by Tech Prep as a linkage program.

At this stage of Tech Prep implementation, some consortia have not maintained records of numbers of students participating in Tech Prep programs. However, in the Kennebec Valley Tech Prep Consortium, 14 of the 29 member schools are in the process of implementing comprehensive

Tech Prep and are currently offering one or more courses, enrolling a total of 526 students.

Thirty-five articulation agreements have been ratified between secondary school programs and Central Maine Technical College through the efforts of the Central Maine Tech Prep Consortium and in the Northern Maine Tech Prep Consortium, 11 such agreements have been approved. It is reasonable to assume that in excess of 2,500 students are enrolled in programs covered by these agreements.

PART TWO: Impact of services provided by the state, identifying services to rural and urban areas.

Both rural and urban areas of the state have been served by Maine's Tech Prep program. with services being provided to each roughly in proportion to the State's demographic makeup. While the Northern Maine Tech Prep Consortium serves the predominantly rural areas of Northern and Eastern Maine and the Southern Maine Tech Prep Consortium serves a predominantly urban area and the other three consortia serve regions that have both rural and urban populations.

In each of the consortia, a full range of services are offered to participating school systems. In terms of impact, the extent to which specific activities have been implemented has been a function of the focus of each consortium. By design, the state program is structured regionally so that the differing needs of each geographic area can be addressed. Consequently, each consortium has emphasized those activities which meet identified needs.

PART THREE: Planning of Tech Prep programs between secondary and postsecondary institutions by instructional areas, including apprenticeship.

Within the consortia, planning occurs at essentially two levels. Each consortium has a steering committee which provides leadership and sets the direction for the consortium. The membership of these committees is broadly representative of the secondary school programs, technical colleges, and the businesses located within the consortium's geographic catchment

areas. Steering committees typically meet monthly to establish policy within the consortium, set priorities and determine resource allocation.

Planning and implementation of specific programs and activities is the responsibility of standing and ad hoc committees appointed for that purpose. Examples of activities at this level include:

* The development of articulation agreements by committees comprised of secondary and technical college faculty members. In the Central Maine Tech Prep Consortium, such agreements have been ratified in the following program areas: Automotive Technology, Culinary Arts, Electrical and Electronic Technology, Graphic Arts and Welding. Similar agreements are being discussed in the areas of nursing and health occupations.

In the Northern Maine Tech Prep Consortium, instructors from 11 secondary schools and technical college instructors have collaborated to develop articulation agreements in several program areas: Principles of Technology, Basic Electricity/Electronics, Residential Construction and Business Administration (Agri-Business Management). The Business Administration (Agri-Business Management) Articulation Agreement is excellent and exemplifies the commitment to students and quality that all consortia are striving to develop. Finally, agreements are currently in progress for several other instructional areas.

The Southern Maine Tech Prep Consortium has faculty committees working on the development of articulation agreements in Drafting, Automated Office Management and Machine Tool Technology programs with its participating secondary schools.

* Curriculum committees comprised of high school teachers and technical college faculty have been established by the Kennebec Valley Tech Prep Consortium to modify published curricular materials in the areas of Applied Communications and Applied Biology/Chemistry so that it can be more easily adapted for classroom use. The Consortium also has a Guidance Committee which provides a forum for practitioners to define the role of guidance in Tech Prep programs.

A curriculum committee which focuses on issues that extend beyond specific instructional areas is in place in the Southern Maine Tech Prep Consortium.

* The Eastern Maine Tech Prep Consortium has established a Committee of Articulation in each of its member schools. From that effort Development Committees have been created in 25% of the schools to review courses and programs for potential articulation.

It is clear that planning for the implementation of Tech Prep programs tailored to meet regional needs is taking place across the state.

Finally, with respect to the relationship between Tech Prep programs and the Maine Youth Apprenticeship, it should be noted that four of the five regional Tech Prep consortium coordinators also serve as the local director of the Maine Youth Apprenticeship Program. This duality of roles assures coordination between the programs and encourages the most effective use of resources.

PART FOUR: Meeting the needs of special populations (including nontraditional/sex equity) through Tech Prep programs and services.

As indicated in Part 1, data has not been maintained on student enrollment to date, which makes it difficult to document progress that has been made in responding to the needs of students who comprise special populations. Further, in using the limited resources available, emphasis has been placed on planning and on helping schools and their staffs prepare for the implementation of Tech Prep programs. Because many schools will not be ready to offer Tech Prep programs until Fall, 1994, enrollment data for the 1993-1994 school year is sketchy. However once consortia progress beyond implementation issues, enrollment data will be tracked and progress in serving special populations will be monitored.

PART FIVE: Impact of Tech Prep professional activities and services on guidance counselors, eachers and others.

Staff development has been a major focus in all five Tech Prep consortia as well as the TEAM project. During this program year, a total of 142 workshops were offered, providing in-service training to 142 teachers, counselors and school administrators.

Workshop offerings fell into three general categories: (1) synthesizing technical and academic instructional programs; (2) preparing teachers to use

the instructional approach embodied in applied academics; and (3) clarifying the roles and responsibilities of guidance personnel in Tech Prep programs.

In addition to training, workshop participants also received complete sets of instructional materials, including students texts, video tapes and teacher's manuals.

A summary of workshops held and the number of persons participating is tabulated below.

Description	Number of Workshops
Applied Math 1	**8**
Principles of Technology	**3**
Applied Communications	**7**
Applied Biology/Chemistry	**5**
Guidance	**2**
Curriculum Synthesis	**9**
TOTAL WORKSHOPS	**42**
TOTAL PARTICIPANTS	**784**

To assure the most efficient use of resources, workshops sponsored by each consortium were open to educators from all of the other consortia. The Eastern Maine Tech Prep Consortium also sponsored a Management by Influence Workshop for school administrators.

Meetings to explore specific topics were also organized by Tech Prep Consortia. Representative of these activities were a program on portfolio assessment, a day-long session on holistic scoring, a symposium on teaching critical thinking skills in the context of the workplace, and a workshop on competency based outcome assessment.

In addition to workshops and focused meetings, a number of presentations were made to business groups and educational organizations at local and state meetings and conferences. Presentations were also made at high school faculty meetings and to local school boards.

Because of the emphasis during this program year on planning and preparation, staff development and the dissemination of information about Tech Prep have been important aspects of the Tech Prep initiative in Maine.

PART SIX: Preparatory services provided for participants in Tech Prep programs.

The preceding section of this report describes the staff development activities that were made available to teachers and other school personnel as part of the Tech Prep implementation process.

On a formal and an informal basis, consortia staff also provided consulting services to school administrators and faculty in planning and introducing Tech Prep programs into their schools. The acquisition of equipment and materials, scheduling and providing instructional support are representative of the issues addressed.

Each of the consortia has contributed to a pooled fund to purchase curriculum licenses which provide high schools throughout the state with access to curriculum materials developed by the Center for Occupational Research and Development (CORD) and the Institute for Technical Education (ITE).

The Kennebec Valley Tech Prep Consortium selected two demonstration sites and provided a modest grant to each to encourage and assist with the development of comprehensive Tech Prep programming. The Southern Maine Tech Prep Consortium is developing plans to designate two Pilot Sites to achieve the same purpose.

A host of activities have been initiated throughout the state to make businesses, school personnel, parents, students and public policy decision makers aware of Tech Prep and its potential to prepare students for the workplace. In addition to the presentations discussed in Part 5, the following initiatives are typical of this effort:

. . . periodic Newsletters are distributed to a broad cross section of its constituency by the Southern Maine Tech Prep Consortium;

. . . an informational brochure was prepared by the Kennebec Valley Tech Prep Consortium and has been distributed to schools, businesses

and at meetings. That group also organized a Tech Prep Day at Kennebec Valley Technical College to provide students enrolled in Tech Prep classes within opportunity to visit the campus; and,

. . . a survey to determine what type of supporting services might be needed was undertaken by the Central Maine Tech Prep Consortium;

Making people aware of Tech Prep and its potential, helping schools to plan and preparing teachers to effectively implement the strategies of applied academics have been strong components of the Tech Prep initiative in Maine this year.

BUSINESS ADMINISTRATION

AGRI-BUSINESS MANAGEMENT

2+2+2

ASSOCIATE DEGREE
BACCALAUREATE DEGREE
ARTICULATION AGREEMENT

PRESQUE ISLE HIGH SCHOOL
PRESQUE ISLE REGIONAL TECHNOLOGY CENTER
PRESQUE ISLE, MAINE

NORTHERN MAINE TECHNICAL COLLEGE
PRESQUE ISLE, MAINE

UNIVERSITY OF MAINE
ORONO, MAINE

Northern and Eastern Maine Tech Prep Consortium

NORTHERN AND EASTERN MAINE CONSORTIUM

Tech Prep
Northern Maine Technical College

33 Edgemont Drive • Presque Isle, Maine 04769 • Telephone: (207) 768-2770
(207) 768-2771
Fax (207) 768-2831

Dear Reader:
The Northern and Eastern Maine Tech Prep Consortium formally adopted the format of this articulation agreement on January 11, 1994.

Although this articulation agreement and format are public domain, the Northern and Eastern Maine Tech Prep Consortium respectfully request that the following Statement of Credit be included when reproducing all or any part of this document:

Statement of Credit:

The development of this Tech Prep Articulation Agreement and its format is a collaborative effort of the secondary and post-secondary educators and administrators within the Northern and Eastern Maine Tech Prep Consortium.

Northern and Eastern Maine Tech Prep Consortium:

Secondary Schools:

Ashland Community H. S.	Katahdin High School	Schenck High School
Calais High School	Lee Academy	Shead High School
Caribou High School	Limestone High School	So. Aroostook Comm. H. S.
Caribou Regional Tech. Ctr.	Lubec High School	St. Croix Regional Tech. Ctr.
Central Aroostook H. S.	Madawaska High School	St. John Valley Tech. Center
East Grand High School	Mattanawcook Academy	Stearns High School
Easton High School	No. Penobscot Tech Region III	Van Buren High School/R.V.C.
Fort Fairfield H. S.	Penobscot Valley H. S.	Washburn High School
Fort Kent Community H. S.	Presque Isle High School	Wisdom High School
Hodgdon High School	Presque Isle Reg. Tech. Ctr.	Woodland High School
Houlton High School	S. A. V. E., Region II	

Post Secondary Schools:

Northern Maine Technical College	Washington County Technical College

Respectfully Submitted,

Eugene McCluskey

Eugene McCluskey
Tech Prep Coordinator
Northern and Eastern Maine Tech Prep Consortium

ACKNOWLEDGMENT

The Northern and Eastern Maine Tech Prep Consortium expresses gratitude to:

NORTHERN MAINE TECHNICAL COLLEGE; PRESQUE ISLE, MAINE

Timothy Crowley	Vice President Academic Dean
Gary Soucie	Business Technology Department Chair
Gene Michaud	Faculty Member
Eugene McCluskey	Tech Prep Coordinator
Linda Reed	Tech Prep Secretary

PRESQUE ISLE HIGH SCHOOL; PRESQUE ISLE, MAINE

Richard Durost	Principal
Pamela Hallett	Curriculum Coordinator
Donald Jordan	Vocational Director (Acting)
Ray Chelewski	Faculty Member
Elizabeth Morgan	Faculty Member

for their expertise, assistance and support in developing this Tech Prep Articulation Agreement.

RATIFICATION:
Initial ratification of this Tech Prep Articulation Agreement was September 20, 1994.

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FOREWARD

The Northern and Eastern Maine Tech Prep Consortium is *A Partnership For Excellence* in education. The phrase, a partnership for excellence, expresses succinctly the objectives of articulation--the coordination of all resources to provide the very best education for students. Articulation provides an excellent opportunity to develop programs and courses of study that enable a student to move from the secondary to the post-secondary level in less time, at lower cost and with less duplication of content. In addition, the resources of the various institutions are better utilized.

Those who participate in the education of our workforce, industry included, are being challenged by technology. The demand is for occupations that require more years of education, stronger basic skills, and higher levels of technical competencies. One way to maximize the available resources is to improve educational efficiency. Articulation offers a viable approach to this goal.

Northern Maine Technical College welcomes the opportunity to become an educational partner and to work with high schools, adult education programs, occupational programs, universities, and business and industry within this Northern and Eastern Maine Tech Prep Consortium and throughout the State.

Articulation is a systematic process of coordinating course and/or program curricula, either within a single educational institution or between two or more educational institutions. The articulation process will permit students to make a smooth transition from one level of learning onto the next higher level of learning without experiencing delays, duplication of instruction or loss of time and resources.

This Articulation Agreement focuses on the curriculum content of five separate courses. They are:

Principles of Agri-Business Management	BUS221
Farm Management I	BUS223
Farm Management II	BUS225
Marketing Farm Commodities	BUS231
Agri-Business Experience Program	COW210

The development of this articulation agreement is the result of a collaborative effort between the instructors and administrators of the Agri-Science and Natural Resources Program at Presque Isle High School and the Business Technology Department of Northern Maine Technical College.

This Articulation Agreement will provide the vehicle with which to blend the Agri-Business Course at PIHS/PIRTC with the Business Administration course at NMTC. As a result of this agreement, students will be enroiled in a seamless educational program beginning in grade eleven at PIHS/PIRTC and culminating in grade fourteen with an Associate Degree in Business Administration having a concentration in Agri-Business Management from Northern Maine Technical College.

BENEFITS FOR STUDENTS:

1. Encourages the setting of educational goals and the development of plans to achieve these goals
2. Encourages students to remain in school
3. Encourages enrollment in secondary Tech Prep curriculum
4. Provides incentives for students to continue their education at NMTC
5. Eases the transition from secondary level of instruction to post-secondary level of instruction at NMTC
6. Reduces duplication of effort and time, thus reducing costs to the student
7. Allows students who qualify to receive college credit

BENEFITS FOR PROGRAMS:

1. Provides the PIHS/PIRTC instructors with first-hand knowledge of the programs offered at NMTC
2. Provides NMTC with first-hand knowledge of PIHS/PIRTC curriculum
3. Establishes a blended curriculum to encourage continued education
4. Provides for cooperation, understanding and mutual support among NMTC and PIHS/PIRTC instructors
5. Provides for more relevant, focused course content
6. Provides the opportunity for more efficient use of equipment and facilities
7. Provides the opportunity for sharing of training, equipment, staff, and facilities

BUSINESS ADMINISTRATION
AGRI-BUSINESS MANAGEMENT
ASSOCIATE DEGREE PROGRAM
NORTHERN MAINE TECHNICAL COLLEGE

CURRICULUM

<u>First Semester</u>	
ACC111 Principles of Accounting I	4 NMTC
*BUS221 Principles of Agri-Management	*3 PIHS/PIRTC*
CIS113 Fundamental Computer Conc.	3 NMTC
ENG111 English Composition	3 NMTC
MAT112 College Business Math	<u>3 NMTC</u>
	16
<u>Second Semester</u>	
ACC121 Principles of Accounting II	4 NMTC
BUS223 Farm Management I	*3 PIHS/PIRTC*
ECO111 Principles of Economics I	3 NMTC
CIS119 Computer Software Applications	3 NMTC
ENG212 Business Communications I	<u>3 NMTC</u>
	16
<u>Third Semester</u>	
ACC214 Federal Taxation I	3 NMTC
BUS117 Business Law I	3 NMTC
BUS225 Farm Management II	*3 PIHS/PIRTC*
BUS231 Marketing Farm Commodities	*3 PIHS/PIRTC*
ENG222 Business Communications II	3 NMTC
PHE120 Occupational Fitness	<u>1 NMTC</u>
	16
<u>Fourth Semester</u>	
BUS242 Small Business Management	3 NMTC
COW210 Agri-Business Experience Program	*3 PIHS/PIRTC*
ENG211 Speech	3 NMTC
Social Science/Humanities Elective	3 NMTC
Elective	<u>3 NMTC</u>
	15

TOTAL REQUIRED 63

*BUS129 Principles of Management can be taken at Northern Maine Technical College in lieu of BUS221.

BUSINESS ADMINISTRATION
AGRI-BUSINESS MANAGEMENT
ASSOCIATE DEGREE PROGRAM
NORTHERN MAINE TECHNICAL COLLEGE

Program Description

The business administration program is broad and diversified in its course offerings. Courses leading to associate degrees are offered in business administration with a concentration in agri-business management. These courses are designed to impart knowledge and develop skills that will prove practical, useful and marketable. The business administration program strives to maintain relevance and a high level of quality throughout the course offerings.

The business administration program faculty members are experienced teachers in their areas of expertise. This experience coupled with a strong business and industry background provides an excellent blend of theory and practice in a unique and meaningful way.

Articulated Course Descriptions

Principles of Agri-Business Management - BUS221

3 credits
3 lecture hours
Studies four functions of management and the principle that management's primary objective is to seek more efficient and profitable ways to satisfy customers' needs. Incorporates major managerial principles and the human component in management. Time and value relationships are reviewed, along with areas of agri-business finance, long-range planning, profit performance, break-even analysis and inventory cost control.

Farm Management I - BUS223

3 credits
3 lecture hours
Includes soils and water management, fundamentals of irrigation, plant diseases, farm insects and new technology.

Farm Management II - BUS225

3 credits
3 lecture hours
Uses and applications of agricultural chemicals and fertilizer, farm credit and finance, grain handling and storage.

Articulated Course Descriptions (cont.)

Marketing Farm Commodities - BUS221

3 credits

3 lecture hours

Introduces various ways to market all common types of agricultural products. Studies the perishable products that create problems for processors, retailers and farmers and the efficiency system and business operations necessary for farm products.

Agri-Business Experience Program - COW210

3 credits

1 lecture hour plus 6 lab hours

Student placement with agri-business firms to give exposure, supervised on-the-job experiences and basic understanding of business structure. Field trips will also be included to provide additional exposure. Prerequisites: BUS221, BUS223, BUS225, BUS231, ECO111 (or instructor's permission).

ARTICLES OF AGREEMENT FOR ARTICULATION
BETWEEN
NORTHERN MAINE TECHNICAL COLLEGE
AND
PRESQUE ISLE HIGH SCHOOL/PRESQUE ISLE REGIONAL TECHNOLOGY CENTER

Maine School Administrative District # 1

1. This articulation agreement has been developed by Northern Maine Technical College business department instructors and Presque Isle High School agri-business instructors.

2. Northern Maine Technical College and Presque Isle High School seek to expand the educational opportunities of students who will enroll in the associate degree level of the business administration program at NMTC.

3. The interests of the community are best served by these two educational institutions providing a continuum of educational experiences...

4. NMTC and PIHS/PIRTC will better contribute to the economic growth and development of this region through a cooperative effort in educational planning and in the full utilization of community resources

5. This agreement establishes the necessary framework for linking PIHS/PIRTC and NMTC educational opportunities.

6. Through participating in this agreement process, representatives of NMTC and PIHS/PIRTC will cultivate mutual respect for the value of education provided by each institution.

7. Through enhanced career awareness and career education programs, NMTC and PIHS/PIRTC will cooperate in developing, disseminating, and presenting information to students. Such information will include, at a minimum, an orientation of career programs directed toward achieving success at the next higher level of learning or for employment.

8. Business and/or agri-science faculty members with appropriate administrative personnel from NMTC and PIHS/PIRTC will meet to establish student outcomes.

9. The student outcomes will be approved by each institution's department, department chairperson, and an appropriate administrator according to each course syllabus (pages A1-A14).

10. Students at PIHS/PIRTC must have selected their major program and be enrolled at NMTC within one year of graduation in order to be eligible for credit under the articles of this agreement.

(continuation of)

ARTICLES OF AGREEMENT FOR ARTICULATION

11. Students at PIHS/PIRTC who apply for admission to NMTC after the one year period, (Ref. Article 10, p. 6) but not past a five year period, will be considered for credit under the articles of this agreement with the passing of a qualifying examination and the approval of the business technology department chair at NMTC.

12. PIHS/PIRTC instructors will formally adopt and teach the NMTC agri-business courses contained in this agreement (pages A1-A14).

13. PIHS/PIRTC instructors teaching BUS221, BUS223, BUS225, BUS231 and COW210 must meet the faculty credential standard of the Association of Collegiate Business Schools and Programs (ACBSP) and the New England Association of Schools and Colleges, Inc. (NEAS&C).

14. Students at PIHS/PIRTC completing BUS221, BUS223, BUS225, BUS231 and/or COW210 (according to this agreement) will receive three (3) earned credit hours for each course after said student has selected the major program and has enrolled in the business administration associate degree program at NMTC.

15. Course tuition for articulated credits will be waived for students covered under this agreement. However, a processing fee will be charged.

16. NMTC will compensate the PIHS/PIRTC agri-science and natural resources program for those students who have selected the major program of study and are enrolled in the business administration associate degree program at NMTC and attending the classes specified in this agreement at PIHS/PIRTC. This compensation will be calculated at the standard course/credit hour in-state tuition rate as established by the Board of Trustees of the Maine Technical College System and will be finalized at the end of each semester on a per student per credit hour basis.

17. Students enrolled at NMTC who withdraw from the college or drop a class will be reimbursed under the prevailing NMTC refund policy.

18. All students matriculating with NMTC under this agreement must meet the admission standards as established by NMTC for its business administration associate degree program.

19. PIHS/PIRTC class size will not exceed twenty-five (25) students with allowances for at least five (5) NMTC students who have selected the major program of study and have enrolled.

(continuation of)

ARTICLES OF AGREEMENT FOR ARTICULATION

20. An annual review of this agreement's objectives, outcomes, and outcome-referenced evaluation will be necessary to ensure that a valid educational continuum is serving the needs of the students for success at the next higher level of learning and also to maintain the integrity of this articulated course and the NMTC curriculum.

21. The agri-business instructor at PIHS/PIRTC agrees to rate the students (using the rating scale on pg. 9) according to the course syllabi contained in this agreement (pages A1-A14).

22. The high school guidance director will supply the student certification form (page 21) to be processed by the student and forwarded to the admissions office at NMTC.

23. An appropriate business instructor and/or the business technology department chair at Northern Maine Technical College will review the rating of the outcomes and inform the applicant of acceptance or refusal of the credits requested. Should a refusal be in order, reasons will be stated.

24. NMTC students taking classes at PIHS/PIRTC will follow all policies and procedures in effect at NMTC.

25. Faculty at PIHS/PIRTC must comply with the reporting requirements of NMTC.

26. This agreement will be reviewed and/or modified on an annual basis by a committee consisting of the people listed below, or their designees:
    - President, Northern Maine Technical College,
    - Vice President, Northern Maine Technical College
    - Business Technology Department Chair, Northern Maine Technical College
    - Superintendent of Schools, Maine School Administrative District No. One
    - Principal, Presque Isle High School
    - Agri-Business Instructor, Presque Isle High School

OUTCOME ASSESSMENT RATING SCALE
For
BUSINESS ADMINISTRATION
AGRI-BUSINESS MANAGEMENT

Secondary Students
It is required that each student achieve a minimum rating of "3" on each of the attached competencies to receive articulated credit.

Rating Scale	Description	Explanation
4	Can complete the task accurately in the time allowed and can direct others in how to complete the task.	Needs no supervision (90-100%)
3	Can do all aspects of the task with only limited supervision.	Needs only limited supervision (80-89%)
2	Can do most parts of the task without assistance. May not meet all aspects of entry level requirements.	Needs close supervision (70-79%).
1	Can do simple parts of the task.	Needs extremely close supervision (60-69%).
0	Cannot perform any part of the task at a level sufficient for participation in the work environment.	(0-59%)

OUTCOME ASSESSMENTS

Principles of Agri-Business Management	BUS221
Farm Management I	BUS223
Farm Management II	BUS225
Marketing Farm Commodities	BUS231
Agri-Business Experience Program	COW210

Principles of Agri-Business Management
BUS221
OUTCOME ASSESSMENT

A. Break-even analysis

		4	3	2	1	0
1.	Define break-even analysis					
2.	Figure the break even point of an agricultural product while completing a marketing plan					
3.	Describe how a break even analysis is used					
4.	Graph a break even point of at least one agricultural product					

B. Sources and uses of net working capital

		4	3	2	1	0
1.	List sources of capital					
2.	Define capital					
3.	Describe the advantages and disadvantages of the various sources of capital					

C. Pro forma cash flow budgeting

		4	3	2	1	0
1.	Define balance-sheet budget					
2.	List the items which would be found on a pro forma balance sheet					
3.	Complete a pro forma balance sheet for a farm in Northern Maine					

D. Accelerated cost recovery system (ACRS)

		4	3	2	1	0
1.	Explain what an accelerated cost recovery system is and how it works					
2.	Describe the type of business which might use an accelerated cost recovery system					

E. Investment tax credit

		4	3	2	1	0
1.	Define investment tax credit					
2.	List items which may be used as an investment tax credit in agricultural businesses					

F. The lease-or-buy decision

		4	3	2	1	0
1.	Define leasing					
2.	Define buying					
3.	Explain when it would be more profitable to lease an item versus buying the same item					
4.	Explain when it would be more profitable to buy an item versus leasing the same item					

G. Treatment of capital budgeting decision making

		4	3	2	1	0
1.	Develop a capital budget for an agricultural operation					
2.	Define capital budget					
3.	List items which would be included on a capital budget					

H. Treatment of forecasting and forecasting procedures

		4	3	2	1	0
1.	Define forecasting					
2.	Define premises					
3.	Explain qualitative forecasting					
4.	Explain quantitative forecasting					

I. Role of computers in decision making

		4	3	2	1	0
1.	Using Microsoft Works spreadsheet, develop a budget					
2.	Using Microsoft Works word processor, complete all class assignments					
3.	Using Microsoft Works data base, compile a list of agriculture businesses in Presque Isle					
4.	Use Microsoft to complete a comprehensive farm plan					
5.	Use the late blight program to predict possible blight problems in potatoes					

J. Ways to supervise and motivate employees

		4	3	2	1	0
1.	Define organizational structure and give an example					
2.	Design an organizational chart					
3.	Write a job description for a particular supervisory job					
4.	Write a job description for an entry level employee					
5.	List three ways that an employee may be rewarded for a good job					

K. Use of future markets to reduce price risk

		4	3	2	1	0
1.	Define hedging					
2.	Define speculation					
3.	Explain the role of a broker in the futures market					
4.	Define a contract as it relates to futures markets					
5.	Graph the trends of a commodity for two months and explain what might cause the price to fluctuate					
6.	List the commodities that are traded on the Chicago Board of Trade					

L. How to better control inventory costs

		4	3	2	1	0
1.	Define inventory					
2.	Given the purchase price, salvage value, and life expectancy of a piece of agricultural equipment, determine the depreciation each year using three methods of figuring depreciation					
3.	Define salvage value					
4.	Define blue book value					
5.	Describe how a replacement schedule works					
6.	Develop an inventory for an average farm					

Farm Management I
BUS223
OUTCOME ASSESSMENT

A. To review the management of land and soil as a resource

		4	3	2	1	0
1.	Explain how to use a soil survey					
2.	Identify the three basic soil textures					
3.	Identify soil classifications using the soil textural triangle					
4.	Read and interpret results from a soil analysis					
5.	Take a soil sample					
6.	Describe the importance of liming soils					
7.	Identify common soil profiles					
8.	Calculate slope and understand its importance					
9.	Describe common soil conservation service and explain how a farmer might use its services					

B. To review common pests involved in production and the safe means of control

		4	3	2	1	0
1.	Identify common potato insect pests					
2.	Identify common small grain insect pests					
3.	Identify common vegetable insect pests					
4.	Identify common weeds of Northern Maine					
5.	Define noxious weed					
6.	Identify common diseases of field crops of Northern Maine					
7.	Describe the proper controls for pests of field crops					
8.	Define IPM					
9.	Explain what safety considerations should be utilized when controlling pests					

C. To make the student aware of new approaches to food and fiber production

		4	3	2	1	0
1.	Describe how bio-technology is used in agriculture					
2.	Describe the process of tissue culture and its application to agriculture					
3.	Describe the applications of computers in modern agriculture					
4.	Describe the process of greensprouting potatoes					
5.	Describe the uses of infrared photography in agriculture					
6.	Describe the new packaging procedures in vegetables					
7.	Discuss new issues in crop production					
8.	Discuss new issues in livestock production					

Farm Management II
BUS225
OUTCOME ASSESSMENT

A. Exploring: **The Environmental Protection Agency (EPA) Federal Insecticide, Fungicide, and Rodenticide Act**

		4	3	2	1	0
1.	Define insecticide					
2.	Define fungicide					
3.	Define rodenticide					
4.	Explain the purpose and function of the Environmental Protection Agency					
5.	Understand the history of the Insecticide, Fungicide and Rodenticide Act					

B. Exploring: **What a Section 18 is**

		4	3	2	1	0
1.	Explain what a section 18 is					
2.	Describe the procedure for applying for a section 18					
3.	Explain who can apply for a section 18					

C. Exploring: **The Maine Dept. of Agriculture, Food and Rural Resources Board of Pesticide Control: Standard for Outdoor Application of Pesticides**

		4	3	2	1	0
1.	Explain the role of the Board of Pesticide Control in Maine agriculture					
2.	Identify the individuals who are members of the Maine Board of Pesticide Control					

D. Exploring: **Description and activity of chemicals**

		4	3	2	1	0
1.	List the methods in which chemicals kill pests					
2.	Define herbicide					
3.	Define insecticide					
4.	Define fungicide					
5.	Define pesticide					
6.	List and explain the different formulations of pesticides					

E. Exploring: Safety precautions for handling highly toxic pesticides

		4	3	2	1	0
1.	List safety equipment which should be worn when handling, mixing and applying chemicals					
2.	Explain what is meant by LD 50					
3.	Explain what is meant by LC 50					
4.	Explain the proper disposal of pesticide containers					
5.	Calibrate a sprayer					
6.	Attend one workshop sponsored by the Cooperative Extension Service on pesticide safety					
7.	Explain the importance of a fresh water supply when handling pesticides					
8.	Describe the importance of the pesticide label					
9.	Describe the symptoms of pesticide poisoning					

F. Exploring: Checklist for preventing pesticide accidents

		4	3	2	1	0
1.	Identify from the label which safety equipment is needed to handle specific chemicals					
2.	Identify from the label proper disposal of pesticide containers					
3.	Identify from the label proper application rates for various crops					
4.	Identify from the label the proper treatments for pesticide poisoning					
5.	Understand the penalty for misuse of pesticides					
6.	Explain and demonstrate how to make adjustments in sprayer applications					

G. Exploring: The basic fertilizer elements

		4	3	2	1	0
1.	Explain the importance of nitrogen in plant growth					
2.	Explain the importance of phosphorus in plant growth					
3.	Explain the importance of potassium in plant growth					
4.	Explain the importance of calcium in plant growth					
5.	Explain the importance of magnesium in plant growth					
6.	Explain the importance of sulfur in plant growth					
7.	Explain the importance of boron in plant growth					
8.	Explain the importance of iron in plant growth					
9.	Explain the importance of manganese in plant growth					
10.	Explain the importance of copper in plant growth					
11.	Explain the importance of zinc in plant growth					
12.	Explain the importance of molybdenum in plant growth					

G. Exploring: The basic fertilizer elements (Cont.)

		4	3	2	1	0
13.	Explain the importance of cobalt in plant growth					
14.	Explain the importance of chlorine in plant growth					

H. Exploring: Dry mixing fertilizer (blending)

		4	3	2	1	0
1.	Explain the use of a carrier in fertilizer blending					
2.	Given the percentages of an element in a fertilizer, solve for the weight of that element in a specific unit					
3.	Visit a dry blend fertilizer plant and explain its operation					

I. Exploring: Chemistry of fertilizer manufacturing (basic reactions and origins of raw material used in ammoniation - granulation plants)

		4	3	2	1	0
1.	Understand the importance of soil pH in various parts of the United States					
2.	Describe how soil pH can be raised and the equipment needed					
3.	Understand the relationship between soil pH and the availability of plant nutrients					
4.	Understand the difference between major and minor elements					

J. Exploring: Fertilizer application methods and benefits

		4	3	2	1	0
1.	Explain granular fertilizer application methods					
2.	Explain liquid fertilizer application methods					
3.	Explain applications of fertilizer as a gas					
4.	Calibrate a granular applicator					
5.	Explain the symptoms of a nitrogen deficiency					
6.	Explain the symptoms of a phosphorus deficiency					

Marketing Farm Commodities
BUS231
OUTCOME ASSESSMENT

A. To explore the various ways that farm products are marketed

		4	*3*	*2*	*1*	*0*
1.	Describe the methods of marketing potatoes explaining the advantages and disadvantages of each					
2.	Describe the methods of marketing small grains explaining the advantages and disadvantages of each					
3.	Describe the methods of marketing broccoli explaining the advantages and disadvantages of each					
4.	Describe the methods of marketing vegetables explaining the advantages and disadvantages of each					
5.	Describe the methods of marketing cut flowers explaining the advantages and disadvantages of each					
6.	Describe the methods of marketing live plants explaining the advantages and disadvantages of each					

B. To examine the factors that influence the market for farm products

		4	*3*	*2*	*1*	*0*
1.	Describe the effects of supply on the marketing of various agricultural products					
2.	Describe the effects of demand on the marketing of various agricultural products					
3.	Describe the effects of quality on the marketing of various agricultural products					
4.	Describe the effects of packaging on the marketing of various agricultural products					
5.	Describe the effects of price on the marketing of various agricultural products					
6.	Describe the effects of weather on the marketing of various agricultural products					
7.	Describe the effects of transportation on the marketing of various agricultural products					
8.	Describe the effects of perishability on the marketing of various agricultural products					

C. To emphasize the interdependency of farm commodities in marketing

		4	3	2	1	0
1.	Describe the relationship of feed prices to livestock prices					
2.	Describe the relationship of starch crop prices					
3.	Describe the relationship of potato to small grain prices					
4.	Describe how small grain prices compare to small grain prices of other states					
5.	Develop a marketing plan on an agricultural product looking at all interrelated aspects of that commodity					

Agri-Business Experience Program
COW210
OUTCOME ASSESSMENT

A. To acquaint students with different types of agri-business environments and to provide the opportunity for a personal learning experience.

		4	3	2	1	0
1.	Describe a broccoli operation					
2.	Describe a potato operation					
3.	Describe a small grain operation					
4.	Describe a tractor dealership					
5.	Describe a machinery manufacturer					
6.	Describe a fertilizer plant					
7.	Describe a golf course operation					
8.	Describe a greenhouse operation					
9.	Describe a farm insurance agent					
10.	Describe a Christmas tree operation					
11.	Describe an aquaculture operation					
12.	Describe a farm auction					
13.	Describe a nursery operation					
14.	Describe a grocery store operation					
15.	Describe a machinery dealership					

B. To provide visitations to the following firms:

1. Agriculture Coop
2. Brokerage Firm
3. U. S. D. A.
4. Farm Finance
5. Processing Firm
6. Multiple Field Trips

		4	3	2	1	0
1.	Visit and describe Maine Potato Growers operation					
2.	Visit and describe the Soil Conservation Service					
3.	Visit and describe the Agricultural Stabilization and Conservation Service					
4.	Visit and describe the Cooperative Extension Service					
5.	Visit and describe the Branding Law and Potato Inspection Service					
6.	Visit and describe the operation of a potato processing facility					
7.	Visit and describe Maine Farmers Exchange					
8.	Visit and describe the Agricultural Bargaining Council					
9.	Visit and describe the operation of Farm Credit					
10.	Visit and describe the Farmers Home Administration					
11.	Visit and describe the Maine Potato Board					
12.	Visit and describe the Aroostook State Farm					

STUDENT CERTIFICATION FORM
FOR THE
AGRI-BUSINESS PROGRAM
BETWEEN
NORTHERN MAINE TECHNICAL COLLEGE
AND
PRESQUE ISLE HIGH SCHOOL/PRESQUE ISLE REGIONAL TECHNOLOGY CENTER

The articulation agreement for _____ (Course No.) has been completed for _____, a student attending Presque Isle High School.

I,_____, the agri-business instructor at Presque Isle High School, certify that the above-named student has successfully met all requirements stipulated in the articulation agreement.

It is understood that the student's completed articulation form will be part of his/her permanent record, and this certification form and competency record will be forwarded to Northern Maine Technical College at the time of application. The student will receive notification of advanced standing at NMTC with the letter of acceptance.

_____ _____
Student Date

_____ _____
Parent or Guardian Date

_____ _____
Instructor Date

_____ _____
Guidance Director Date

_____ _____
Principal Date

Student's Address: _____

_____

_____

STATEMENT OF ARTICULATION COMMITMENT
for the
AGRI-BUSINESS PROGRAM
between
NORTHERN MAINE TECHNICAL COLLEGE
and
PRESQUE ISLE HIGH SCHOOL/PRESQUE ISLE REGIONAL TECHNOLOGY CENTER
Maine School Administrative District # 1

We the undersigned, representing Northern Maine Technical College and Maine School Administrative District Number One (1), do hereby mutually agree to enter into this Agri-Business Program Articulation Agreement that will provide a valid educational continuum designed to meet the needs of those students enrolled in this articulated agri-business program, thus ensuring greater success at the next higher level of learning or for employment.

Also, we the undersigned, representing the aforementioned educational institutions, do here-by mutually agree that this Agri-Business Program Articulation Agreement will remain in effect for a period of one (1) school year beginning on July 1, 1994 and ending June 30, 1995.

Also, we the undersigned, representing the aforementioned educational institutions do here-by mutually agree that this Agri-Business Program Articulation Agreement will remain in effect for the aforementioned period of time unless the chief administrators, the President of NMTC or the Superintendent of Schools of MSAD # 1, notify, in writing, each of the undersigned representatives by December of the current school year.

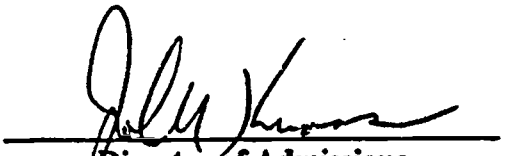
Also, we the undersigned, representing the aforementioned educational institutions, do here-by mutually agree to abide by all of the aforementioned terms specified within this Agri-Business Program Articulation Agreement.

President
Northern Maine Technical College

Superintendent of Schools
Maine School Administrative District #1

Vice President
Northern Maine Technical College

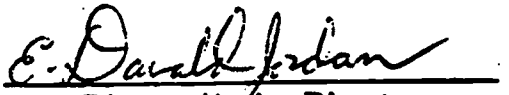
Principal
Presque Isle High School



Director of Admissions
Northern Maine Technical College

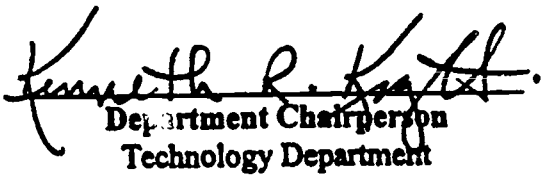
Curriculum Coordinator
Maine School Administrative District #1

Department Chairperson
Business Department
Northern Maine Technical College

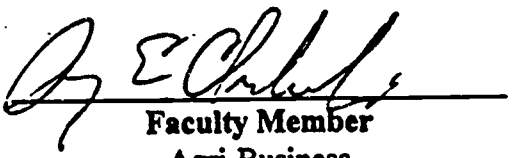


Director/Acting Director
Presque Isle Regional
Technology Center

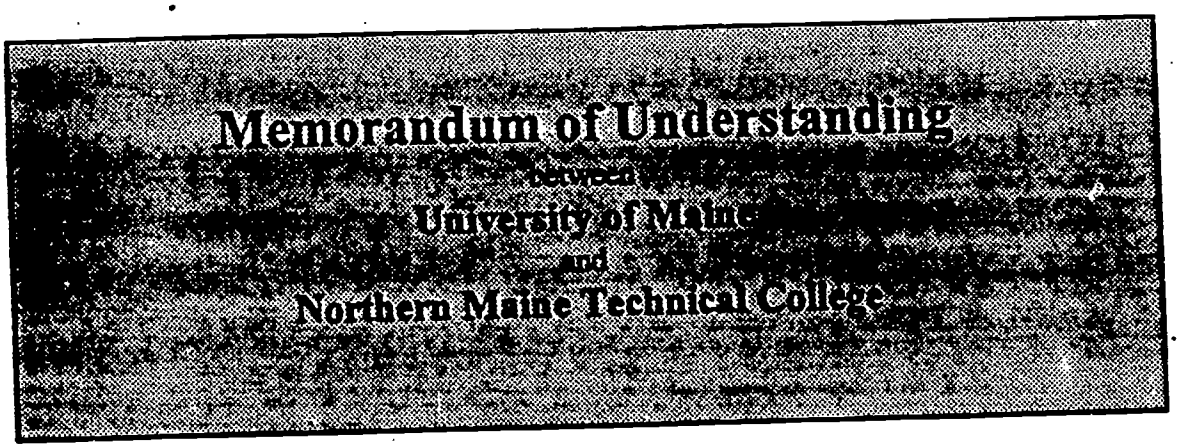
Guidance Director
Presque Isle High School



Department Chairperson
Technology Department
Presque Isle High School



Faculty Member
Agri-Business
Presque Isle High School



Memorandum of Understanding
Between
The College of Natural Resources, Forestry and Agriculture
University of Maine
And
Northern Maine Technical College

Purpose:

This memorandum outlines a 2+2 program that enables qualified graduates of NMTC who have completed programs within the Business Technology Department and a 2+3 program with selected programs within the Trade and Technical Department at NMTC to transfer to the University of Maine and earn a Bachelor of Science in Agri-Business and Resource Economics in two additional years.

The following protocols will become policy at each institution upon the signature of appropriate campus individuals.

Responsibilities and Procedures:

I. The College of Natural Resources, Forestry and Agriculture

1. Students interested in pursuing this 2+2 agreement should make application to the Office of Admissions, Chadbourne Hall, University of Maine, after completing their third semester at NMTC and before March 1. The College of Natural Resources, Forestry and Agriculture will assist with the admissions process if requested to do so, but decisions regarding admissibility are made by the Director of Admissions. However, students meeting the criteria outlined in this memorandum can expect to be admitted.

2. Students who have less than a 2.5 accumulative grade point average upon graduation from NMTC will not be accepted under the terms of this memorandum.

3. Students accepted into the 2+2 program will receive transfer credit for up to 60 degree hours. The University of Maine will accept credits only for courses passed with a grade of C or better and to offset major courses, a B or better is required. Those students transferring 53 credit hours or more will have junior status.

The specific courses in the B.S. program which will be waived or offset as a consequence of work at NMTC are marked by "eval" on the enclosed curriculum check sheets.

4. The College of Natural Resources, Forestry and Agriculture agrees to provide NMTC with data regarding the subsequent success of NMTC graduates in the second phase of the 2+2 program. This data will be provided in a way consistent with Maine's privacy laws.

II. Northern Maine Technical College:

1. NMTC will assist in informing both daytime and evening students of the 2+2 program.

2. NMTC will disseminate (through its counseling staff) information regarding the 2+2 program.

3. NMTC will annually provide the Associate Dean of the College of Natural Resources and Agriculture with the names of NMTC graduates who are applying to the University of Maine to complete their program under the terms of this agreement.

III. The College of Natural Resources, Forestry and Agriculture-Northern Maine Technical College Joint Responsibilities:

1. The College of Natural Resources, Forestry and Agriculture at the University of Maine and Northern Maine Technical College will evenly share the cost of promotional brochures and other advertising in support of the 2+2 program.

2. The College of Natural Resources, Forestry and Agriculture and NMTC agree to arrange meetings of representatives from the appropriate faculties at each institution upon the request of either institution for purposes of reviewing and revising this agreement.

Stephen D. Relling, Chair
Resource Economics and Policy

Gary Soucie, Chair
Business Technology Department

G. Bruce Weirsma, Dean
Natural Resources, Forestry and Agriculture

Timothy Crowley, Vice President
Northern Maine Technical College

Fred Hutchinson, President
University of Maine

Durward Huffman, President
Northern Maine Technical College

Northern Maine Technical College Transfer From Business Administration
DEPARTMENT OF RESOURCE ECONOMICS AND POLICY
Curriculum Check
AGRI-BUSINESS AND RESOURCE ECONOMICS

NAME_____ADVISOR _____

		Hours Required	Date Enrolled	Degree Hours	Grade
A.	NFA 117 First Year Seminar	1	Waived		
	TOTAL	1			
B.	BASIC SCIENCES				
		8			

Two 4-hour laboratory courses (choose from Animal and Aquatic Science, Biology, Botany, Biochemistry, Chemistry, Entomology, Food Science, Geology, Nutrition, Plants, Soils and Environmental Science, Physics and Zoology).

C.	COMMUNICATIONS				
	ENG101 College Composition	3	Eval	3	Eng. Comp
	SPC103 Fund. of Public Speak.	3	Eval	3	Speech
	ENG317 Technical Writing	3	Eval	3	Bus. Comp II
		9			

D.	HUMAN VALUES AND SOCIAL CONTEXT				
	Business Communications I		Eval.	3	
	Soc. Sci./Humanities Elective		Eval.	3	
		21			

Electives should be chosen to address the following areas: diversity, western cultural tradition, and social context and institutions. Two or more three credit electives must be at the 300 level or above. One three credit elective must be a literature course, one three credit elective must be writing intensive and two three credit electives must include writing experience.

E.	MATH AND STATISTICS				
	MAT114 Math for Bus & Econ I	3			
	MAT115 Math for Bus & Econ II	3			
	MAT215 Intro-Stat for Bus & Enon	3			
	COS100 Intro Personal Computers	3	Eval	3	Intro Microcomp
		12			

Students may substitute MAT126 Analytic Geometry & Calculus or MAT151 Calculus for Applied Sciences I for MAT114 and MAT115.

F.	BUSINESS AND ECONOMICS				
	BUA201 Prin of Accounting I	3	Eval	3	Princ. Act. I
	BUA202 Prin of Accounting II	3	Eval	3	Princ. Act. II
	ECO120 Principles of Microeconomics	3	Eval	3	Prin. Econ. 1
	ECO121 Principles of Macroeconomics	3			
	ECO420 Intermediate Microeconomics	3			
	ECO421 Intermediate Macroeconomics	3			
		18			

*Free elective should be an upper level math course, a four credit laboratory science, or a statistics class.

G.	APPLIED AND RESOURCE ECONOMICS				
	REP254 Intro to Prod Economics	3			
	REP371 Intro Nat Resource Eco/Policy	3			
	REP458 Prin of Resource Business Mgt.	3			
	REP459 Resource Based Bus Finance	3			
	REP468 Quan. Analysis & Forecasting	3			
	REP486 Gov Pol Affecting Rural America	3			
	REP489 Seminar	2			
		20			

H.	PROFESSIONAL ELECTIVES				
	(To be selected with Faculty Advisor)				
	Business Law I		Eval	3	
	Princ of Management		Eval	3	
	Federal Taxation		Eval	3	
	Sales Fundamentals		Eval	3	
	Supervisory Management		Eval	3	
	Principles of Insurance		Eval	3	
		18			

I.	FREE ELECTIVES				
	Computer Software Application		Eval	3	
	College Business Math		Eval	3	
	Small Business Management		Eval	3	
	REP465 Food and Fiber Marketing	3	Eval	3	Princ of Mkt.
		11			

	DEGREE HOURS COMPLETED		SEMESTER GPA	CUMULATIVE GPA
	Semester	Accumulative		
1				
2				
3				
4				
5				
6				
7				
8				

Courses for the Junior and Senior Year
for Students Transferring from Business Administration
or Agri-Business

FALL	Credit	SPRING	Credit
Basic Science	4	MAT215 Intro Statistics, Bus. & Eco.	3
MAT114 Math for Bus. Eco. I	3	ECO420 Intermediate Micro	3
REP371 Natural Resources Eco.	3	REP254 Intro. to Prod. Econ.	3
ECO121 Prin. of Macro. Eco.	3	H & S Electives	6
H & S Electives	3		
	16		15

FALL	Credit	SPRING	Credit
REP459 Resource Based Bus. Fin.	3	REP486 Gov't Policies	3
REP458 Prin. of Res. Bus. Mgt.	3	REP489 Seminar	2
ECO421 Macroeconomics	3	REP468 Quantitative Mth. & Forecstg.	3
Basic Science	4	H & S Elective	3
H & S Elective	3	ENG317 Adv. Prof. Exposition	3
	16		14

Assume Free Elective At NMTC was equivalent to MAT115

Northern Maine Technical College Transfer From Agri-Business
DEPARTMENT OF RESOURCE ECONOMICS AND POLICY
Curriculum Check
AGRI-BUSINESS AND RESOURCE ECONOMICS

NAME_____ADVISOR_____

		Hours Required	Date Enrolled	Degree Hours	Grade
A.	NFA 117 First Year Seminar	1	Waived		
	TOTAL	1			
B.	BASIC SCIENCES				
		8			

Two 4-hour laboratory courses (choose from Animal and Aquatic Science, Biology, Botany, Biochemistry, Chemistry, Entomology, Food Science, Geology, Nutrition, Plants, Soils and Environmental Science, Physics and Zoology).

C.	COMMUNICATIONS				
	ENG101 College Composition	3	Eval	3	Eng. Comp
	SPC103 Fund. of Public Speak.	3	Eval	3	Speech
	ENG317 Technical Writing	3	Eval	3	Bus. Comp II
		9			

D.	HUMAN VALUES AND SOCIAL CONTEXT				
	Business Communications I		Eval.	3	
	Soc. Sci./Humanities Elective		Eval.	3	
		21			

Electives should be chosen to address the following areas: diversity, western cultural tradition, and social context and institutions. Two or more three credit electives must be at the 300 level or above. One three credit elective must be a literature course, one three credit elective must be writing intensive and two three credit electives must include writing experience.

E.	MATH AND STATISTICS				
	MAT114 Math for Bus & Econ I	3			
	MAT115 Math for Bus & Econ II	3			
	MAT215 Intro-Stat for Bus & Econ	3			
	COS100 Intro Personal Computers	3	Eval	3	Fund of Comp
		12			

Students may substitute MAT126 Analytic Geometry & Calculus or MAT151 Calculus for Applied Sciences I for MAT114 and MAT115.

F.	BUSINESS AND ECONOMICS				
	BUA201 Prin of Accounting I	3	Eval	3	Princ. Act. I
	BUA202 Prin of Accounting II	3	Eval	3	Princ. Act. II
	ECO120 Principles of Microeconomics	3	Eval	3	Prin. Econ. I
	ECO121 Principles of Macroeconomics	3			
	ECO420 Intermediate Microeconomics	3			
	ECO421 Intermediate Macroeconomics	3			
		18			

*Free elective should be an upper level math course, a four credit laboratory science, or a statistics class.

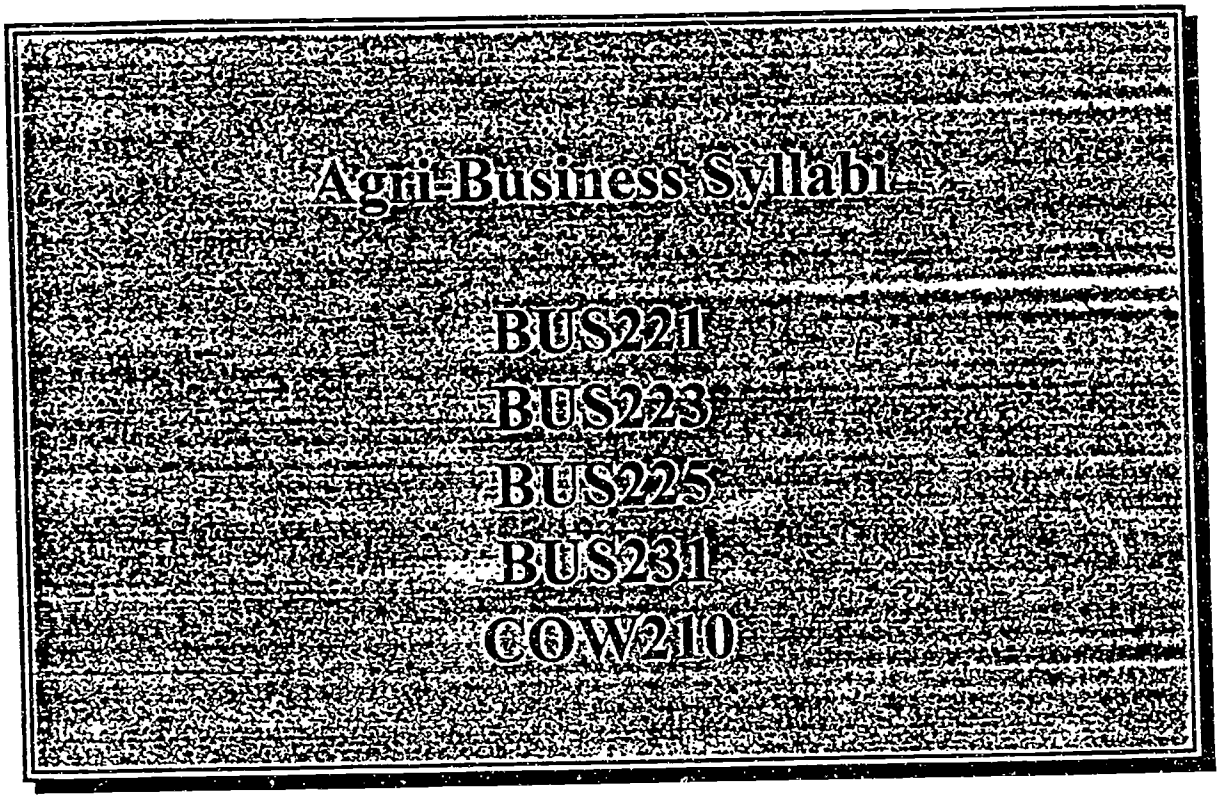
G.	APPLIED AND RESOURCE ECONOMICS				
	REP254 Intro to Prod Economics	3			
	REP371 Intro Nat Resource Eco/Policy	3			
	REP458 Prin of Resource Business Mgt.	3			
	REP459 Resource Based Bus Finance	3			
	REP468 Quan. Analysis & Forecasting	3			
	REP486 Gov Pol Affecting Rural America	3			
	REP489 Seminar	2			
		20			

H.	PROFESSIONAL ELECTIVES				
	(To be selected with Faculty Advisor)				
	Business Law I		Eval	3	
	Farm Management		Eval	3	
	Federal Taxation		Eval	3	
	Prin. of Agri-Management		Eval	3	
	Farm Management II		Eval	3	
	Small Business Management		Eval	3	
		18			

I.	FREE ELECTIVES				
	Computer Software Application		Eval	3	
	Agri-Bus Experience		Eval	3	
	College Business Math		Eval	3	
	REP465 Food and Fiber Marketing	3	Eval	3	Marketing
		11			

	DEGREE HOURS COMPLETED		SEMESTER GPA	CUMULATIVE GPA
	Semester	Accumulative		
1				
2				
3				
4				
5				
6				
7				
8				

APPENDIX



COURSE SYLLABUS
PRINCIPLES OF AGRIBUSINESS MANAGEMENT BUS221
NORTHERN MAINE TECHNICAL COLLEGE

Department	Programs to be Served
Business Technology	All NMTC Programs may use this course as an elective
Course Number	**Complete Course Name**
BUS221	Principles of Agri-Business Management

Catalog Description: Studies four functions of management and the principle that management's primary objective is to seek more efficient and profitable ways to satisfy customers' needs. Incorporates major managerial principles and the human component in management. Time and value relationships are reviewed, along with areas of agri-business finance, long-range planning, profit performance, break-even analysis and inventory cost control.

Prerequisite(s): None

Scope:	Lecture Hours	Lab/Clinical Hours	Semester Hours
	3	0	3

Textbook(s): Agri-Data-Computer Network

Equipment/Supplies/Tools: None

Course Objectives:

- To emphasize that the future will belong to the good manager who can adapt his/her firm to meet the new challenges of a changing marketplace and provide students the preparation they need to meet these challenges.
- Explore the subject of agri-business management from a variety of perspectives with in-depth coverage of the following 12 topics:

1. Break-even analysis
2. Sources and uses of net working capital
3. Pro forma cash flow budgeting
4. Accelerated cost recovery system (ACRS)
5. Investment tax credit

COURSE SYLLABUS (cont.)

6. The lease-or-buy decision
7. Treatment of capital budgeting decision making
8. Treatment of forecasting and forecasting procedures
9. Role of computers in decision making
10. Ways to supervise and motivate employees
11. Use of future markets to reduce price risk
12. How to better control inventory costs

Evaluation:

A. Quizzes and tests	50%
B. Class participation, attendance, assignments and attitude	30%
C. Final exam	20%

Notes:

- Students are expected to study assignments in text and complete testing over each assignment as scheduled
- Compliance with NMTC attendance policy is required and expected of all students
- Students are responsible for all make-up work
- Weekly tests, quizzes and final exam may be made up by advance approval of the instructor
- Assigned work may be accepted late with the approval of the instructor
- Grading for this course will be as shown in the Student Handbook

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Course Outline

(List of activities in order to meet course objectives)

Week	Topic
1	The Agri-Business System
2	The Agri-Business Manager
3	Developing a Marketing Plan and the Role of Consumer Demand
4	Forecasting
5	The Role of Budgeting
6	Choosing a Legal Structure
7	Organizing the Business for Success
8	Cooperative Agri-Business
9	Organizing Production Using Economic Principles

10	Cost Controls and the Use of Break-Even Analysis
11	The Basic Financial Statements for Business Control
12	Using Accounting Information for Business Control
13	Capital Budgeting Decisions: The Basic Principles
14	Capital Budgeting Decisions: The Applications
15	The Supervision and Motivation of Employees
16	Staffing the Organization

Instructor: _____

Phone Number: _____

Day(s) and Time: _____

Room(s): _____

Office Hours: **Monday:** _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

1994-1995 COURSE SYLLABUS
FARM MANAGEMENT I BUS223
NORTHERN MAINE TECHNICAL COLLEGE

Department	Program(s) to be Served
Business Technology	All NMTC programs may use this course as an elective
Course Number	**Complete Course Name**
BUS223	Farm Management I

Catalog Description: Includes soils and water management, fundamentals of irrigation, plant diseases, farm insects and new technology.

Prerequisite(s): None

Scope:	Lecture Hours	Lab/Clinical Hours	Semester Hours
	3	0	3

Textbook(s): Various handouts will be used. These will include technical journals, research reports, pamphlets and brochures from USDA publications, Cornell University, University of Maine, and machinery and equipment companies.

Equipment/Supplies/Tools: None

Course Objectives:

- To review the management of land and soil as a resource
- To review common pests involved in production and safe means of control
- To make the student aware of new approaches to food and fiber production

Evaluation:		
	A. Quizzes and tests	50%
	B. Class participation, attendance, assignments and attitude	30%
	C. Final exam	20%

Notes:

1. Students are expected to take lecture notes and study assigned material
2. Compliance with NMTC attendance policies is required and expected of all students
3. Students are responsible for all make-up work
4. Tests and final exam may be made up by advance approval of the instructor
5. Assigned work may be accepted late with the approval of the instructor

Course Outline
(List of activities in order to meet course objectives)

Topic	Week
Soil Analysis and Understanding	1-3
Planning a Fertilizer Program	4-5
Test One	5
Vegetable Diseases and Management	6-9
Test Two	10
Pest Control and Management	10-13
Test Three	13
New Technology	14-15
Field Trip	15
Final Exam	16

Instructor: _____
Phone Number: _____
Day(s) and Time: _____
Room(s): _____
Office Hours: Monday: _____
Tuesday: _____
Wednesday: _____
Thursday: _____
Friday: _____

COURSE SYLLABUS
FARM MANAGEMENT II BUS225
NORTHERN MAINE TECHNICAL COLLEGE

Department	Program(s) to be Served
Business Technology	All NMTC programs may use this course as an elective
Course Number	**Complete Course Name**
BUS 225	**Farm Management II**

Catalog Description: Uses and applications of agricultural chemicals and fertilizers, farm credit and finance, grain handling and storage.

Prerequisite(s): None

Scope:	Lecture Hours	Lab/Clinical Hours	Semester Hours
	3	0	3

Textbook(s): Pesticide Applicators Training Manual: Cooperative Extension Service, University of Maine at Orono, USDA, Maine Department of Agriculture - Pesticide Control Board; Financial Planning in Agriculture: Schneeberger & Osburn; 1985 Maine Farm Planning Guide: Edward S. Micka, Extension Economist

Equipment/Supplies/Tools: None

Course Objectives:

A - Exploring: The Environmental Protection Agency (EPA) Federal Insecticide, Fungicide, and Rudenticide Act

What a Section 18 is:

The Maine Dept. of Agriculture, Food and Rural Resources Board of Pesticide Control: Standard for Outdoor Applicator of Pesticides

Description and activity of chemicals
Safety precautions for handling high toxic pesticides
Checklist for preventing pesticide accidents

B - Exploring: The basic fertilizer elements
Dry mixing fertilizer (blending)
Chemistry of fertilizer manufacturing (basic reactions and origins of raw material used in ammoniation - granulation plants)
Fertilizer application methods and benefits

Evaluation:

A. Quizzes and tests	50%
B. Class participation, attendance, assignments and attitude	30%
C. Final exam	20%

Notes:

1. Students are expected to take lecture notes and study assigned material
2. Compliance with NTMC attendance policies is required and expected of all students
3. Students are responsible for all make-up work
4. Tests and final exam may be made up by advance approval of the instructor
5. Assigned work may be accepted late with the approval of the instructor

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Course Outline

(List of activities in order to meet course objectives)

Week	Topic
1	Pesticide Applicator Certification; State Laws and Regulations; Federal Pesticide Laws; Toxicity of Pesticides; Residue, Tolerance, Registration; Ecology and Environmental Considerations
2	Safety Precautions; Safety Precautions for Handling Highly Toxic Pesticides; Symptoms of Pesticide Poisoning; First Aid for Pesticide Poisoning
3	Types of Pesticides; Selection of a Pesticide; The Label; Formulations; Filling and Mixing; Calculations; Equipment; Calibration
4	Weather Wise Application; Disposal; Storage; Record Keeping; Liability; Pests

5	Discussion of financial Management Tools; Balance Sheet
6	The Income Statement; Cash Flow Statement
7	Ratio Analysis; Time Value of Money
8	Capital Budgeting; Cost of Capital
9	Optimal Capital Structure; Accounting for Risk
10	Strategies to Reduce Risk; Farmers' Home Administration
11	Farmers' Home Administration; Other Public Intermediaries; Farm Credit System
12	Commercial Banks
13	Small Grain Production in Maine
14	Variable Uses of Small Grain Production
15	Government Programs
16	Small Grain Crop Management

Instructor: _____

Phone Number: _____

Day(s) and Time: _____

Room(s): _____

Office Hours: **Monday:** _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

COURSE SYLLABUS
MARKETING FARM COMMODITIES BUS231
NORTHERN MAINE TECHNICAL COLLEGE

Department	Program(s) to be Served
Business Technology	All NMTC programs may use this course as an elective
Course Number	**Complete Course Name**
BUS231	Marketing Farm Commodities

Catalog Description: Introduces various ways to market all common types of agricultural products. Studies the perishable products that create problems for processors, retailers and farmers and the efficiency system and business operations necessary for farm products.

Prerequisite(s): None

Scope:	Lecture Hours	Lab/Clinical Hours	Semester Hours
	3	0	3

Textbook(s): Marketing Plan Project: Jasper Lee, Agri Data Computer Network

Equipment/Supplies/Tools: None

Course Objectives:

- To explore the various ways that farm products are marketed
- To examine the factors that influence the market for farm products
- To emphasize the interdependency of farm commodities in marketing

Evaluation:		
	A. Quizzes and tests	50%
	B. Class participation, attendance, assignments and attitude	30%
	C. Final exam	20%

COURSE SYLLABUS (cont.)

Notes:

1. Students are expected to take lecture notes and study assigned material
2. Compliance with NMTC attendance policies is required and expected of all students
3. Students are responsible for all make-up work
4. Tests and final exams may be made up by advance approval of the instructor
5. Assigned work may be accepted late with the approval of the instructor
6. The value that you receive from this course will be in direct relation to your effort and commitment

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Course Outline
(List of activities in order to meet course objectives)

Topic	Week
Recent Changes in the System of Marketing Farm Products	1
Modern Farmers Depend on Markets	2
Transportation and Storage	3
Marketing Grain	4
Test #1; Marketing Fruits and Vegetables	5
Field Trip/Contracts	6
Types of Business Organizations	7
Cooperatives and Marketing	8
Marketing Margins, Costs, & Profits	9
Test #2; Marketing Agreement Orders	10
How Prices are Determined	11
Marketing at the Retail Level	12
Test #3; Field Trips	13
Looking Back and Thinking Ahead	14
Field Trips/Review	15
Final Exam	16

COURSE SYLLABUS (cont.)

Instructor:

Phone Number:

Day(s) and Time:

Room(s):

Office Hours: **Monday:**

Tuesday:

Wednesday:

Thursday:

Friday:

COURSE SYLLABUS
AGRI-BUSINESS EXPERIENCE PROGRAM COW210
NORTHERN MAINE TECHNICAL COLLEGE

Department	Program(s) to be Served
Business Technology	Business Administration (Agri-Business Option)
Course Number	**Complete Course Name**
COW210	Agri-Business Experience Program

Catalog Description:

Student placement with agri-business firms to give exposure, supervised on-the-job experiences and a basic understanding of business structure. Field trips will also be included to provide additional exposure.

Prerequisite(s): BUS221, BUS223, BUS225, BUS231 and ECO111*

Scope:	Lecture Hours	Lab/Clinical Hours	Semester Hours
	1	6	3

Textbook(s): None Required

Equipment/Supplies/Tools: None

Course Objectives:

- To acquaint students with different types of agri-business environments and to provide the opportunity for a personal learning experience.

- To provide visitations to the following firms:
  1. Agriculture Coop
  2. Brokerage Firm
  3. U. S. D. A.
  4. Farm Finance
  5. Processing Firm
  6. Multiple Field Trips

Student Evaluation:

Attendance and participation - planned activities	65%
Written paper	35%

*ECO111 will be waived as a pre-requisite for high school students attending SAD 1 but will be required at the college level.

COURSE SYLLABUS (cont.)

Notes: Students are responsible for all make-up work
Assigned work may be accepted late with the approval of the instructor

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Course Outline
(List of activities in order to meet course objectives)

A. Students are required to make themselves available for all firm visitations and provide their own transportation to and from the business locations.

B. NMTC will provide transportation on class field trips. Students will make themselves available to attend.

C. Written reports on visitations' learning experiences.

D. The student must attend all other scheduled classes.

Instructor: _____

Phone Number: _____

Day(s) and Time: _____

Room(s): _____

Office Hours: **Monday:** _____

Tuesday: _____

Wednesday: _____

Thursday: _____

Friday: _____

Career Guidance and Counseling

Dec 94: Annual Performance Report 59

CAREER GUIDANCE AND COUNSELING 1993-1994

The Maine Vocational Guidance Association had two major meetings in 1994. The first occurred in Waterville, Maine, March 25 and 25. Discussion items were as follows: School-To-Work Transition, Vocational Education's Role in School Restructuring, Student Service Coordinators as Change Agents, Certification Issues, Public Relations and an Idea Exchange.

Nominations for officers were as follows: President-Elect, Mike Harvey; Treasurer-Membership, Paul Cochrane; Member at Large, Bob Pinion; and Secretary, Pam Kenoyer.

The second Association meeting was held at the Maine Vocational Association Conference. The following topics were discussed: School-To-Work Transition, Tech Prep, Maine Youth Apprenticeship and Counseling for High Skills. At the business meeting a plaque of appreciation was awarded to Paul Cochrane for his years of service to the Association. Jim Burnell announced his resignation and passed the gavel to Barbara Arsenault.

Topics suggested for the Spring, 1995, meeting are: CHOICES (a computerized career education database), Pre-Apprenticeship Programming, Tech Prep, Gender Equity and an update on Counseling.

Joe Lessard
Career Guidance Consultant
Division of Applied Technology