

**STATE OF MAINE
DEPARTMENT OF EDUCATION**



**CAREER AND TECHNICAL EDUCATION
COMPREHENSIVE SCHOOL REVIEW**

**ST. CROIX REGIONAL TECHNICAL CENTER
VISITATION TEAM REPORT**

APRIL 2010

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Visitation Team Report
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OVERVIEW

The standards and procedures that govern career and technical instruction at the secondary level in the state of Maine are set forth in Maine Department of Education Rule Chapter 232, "Standard Criteria for Maine Secondary Vocational Programs. Chapter 232 calls for site-based program reviews every five years.

In 2001, MDOE's Career and Technical Education (CTE) team researched the current standards present in NEASC's technical education review materials and assimilated appropriate items along with concepts and requirements in Maine Department of Education Rule Chapters 125 and 127 dealing with curriculum, instruction, and assessment. CTE also incorporated its best thinking with respect to changes in Rule Chapter 232 defining quality programs.

See Appendix A for a summary of the 11 Self-Study Standards.

The Comprehensive School Review process is designed to serve two interrelated but distinct functions: public accountability and institutional improvement.

Comprehensive School Reviews provide a measure of accountability by demonstrating for its key stakeholders including legislators, state and federal agencies, sending schools, community members, students, and parents that the institution has clearly defined and appropriate educational objectives, appears to be accomplishing them substantially, and is so organized, staffed, and supported that it can be expected to continue to do so.

Comprehensive School Reviews promote institutional improvement by leading the staff through a critical and extensive self-examination of the school's goals, operations, and results and by providing an informed analysis and judgment by peers external to the institution. The ultimate goal is the continuous enhancement of the quality of education for each student served.

During the week of April 12, 2010, a Visiting Team reviewed Maine St. Croix Regional Technical Center's Self-Study documents; inspected its facilities; and interviewed school staff, students, and parents. The following pages represent the Visiting Team's reports of both school-wide and program-specific findings.

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ASSESSMENT

“SCRTC measures student progress using a variety of methods. Many of these methods are based on “work ethics” and “industry standards.” This information is used to evaluate programs and direct instruction. Assessment information is used to identify strengths and weaknesses of the individual students and the class as a whole. Information is used to determine licensing/certification, and determines if students meet industry standards.” (SCRTC’s Self-study on Assessment, March 2010)

This summary statement from SCRTC’s self-study document appears to be an accurate reflection of assessment practices at St. Croix. The self-study document was a compilation of the work that was done within each program’s individual self-study on assessment; as such, it seems unfocused and overly broad in its reach. However, a review of several of the program self-studies supports the conclusions of the assessment report. All of the program instructors have made significant effort to employ a variety of assessment strategies that are reasonably sophisticated in their use.

There is evidence that instructors are using assessment to 1) determine students’ progress and 2) provide the instructor with feedback on what works and what doesn’t. These include traditional paper and pencil activities, individual and group projects, and the regular assessments of the day-to-day classroom learning. In addition, each instructor is able to pull out fairly sophisticated examples of assessments s/he has developed, with a clear understanding of how to use this information in his/her program.

The instructors have developed their own rubrics for assessing individual activities and learning goals and appear to have a solid grasp on their students’ progress. Much of this work is guided by the expectations of the industry or state standard that is the culminating assessment within individual programs,. Although there was some emphasis in the self-study on the alignment of local assessments with the 1997 Maine *Learning Results*, this is not as meaningful in the actual delivery in the classroom.

There has been a good deal of conversation with content area teachers, administrators, and guidance staff from the sending schools about common concerns and ways they can address some of these through collaboration, but there is little formal alignment with each high school’s assessments.

Every program has identified either a state or an industry standard to which its program is aligned, or is well along in this process. In most of these, the standards and the curriculum being used in the programs are the same and it is simply a matter of documenting the work being done and students taking the final assessments. But some of these represent a work-in-progress. Early Childhood Education and Carpentry are both in the process of satisfying their respective standards and are likely to be fully certified in the next year. Two areas of concern exist:

1. The A+ certification standards appear to be unrealistic for this one-year program in computer technology. Even in an aggressive two-year sequence, it is difficult to prepare students to be successful on the A+ exam.

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2. Little has been done to identify the steps that will need to be taken to attain NATEF certification for the automotive technology program. The instructor indicated that he wants to complete this process, but much remains to be done before certification is possible.

Commendations

The visiting committee commends St. Croix Regional Technical Center for the following:

1. Demonstrating a good understanding of the relationship among assessment, instructional strategies and curriculum
2. Using a variety of tools to assess students and consistently using easily understood rubrics to measure the students' mastery or competencies
3. Referencing program curricula and adapting instruction to an appropriate state or industry standard
4. Using assessment data to evaluate both students' progress and program effectiveness
5. Providing alternative assessment activities for students with special needs

Recommendations

The visiting committee recommends the following:

1. Continue the work that has been done to adopt a single state or industry standard for each program.
2. Complete the crosswalk of the individual program goals with the 2007 Maine *Learning Results*.
3. Consider a review of the goals of the computer technology program and whether there is a more appropriate industry standard around which to align this curriculum.
4. Continue aligning individual program assessments with each high school's assessment system.
5. Consider developing courses or other supports that would increase student achievement and enable CTE students to raise literacy and numeracy levels in the CTE population.
6. Consider participating in the MDOE Math-in-CTE initiative in July 2010, in either the welding or the CNA program.

CLEAR AND FOCUSED GOALS

St. Croix Regional Technical Center (SCRTC) has adopted the Maine Department of Education Career and Technical Education (CTE) Mission and Vision statement. The Philosophy and Goal statement developed by the SCRTC faculty and administration was approved on April 2, 2009 by the SCRTC School Advisory Committee after agreement by the program instructors. The Mission, Vision, Philosophy, and Goals were then shared with the Union 106 Board.

Below is the SCRTC Philosophy and Goals statement. The CTE Mission and Vision Statement helped to guide the development of the school goals in an informal manner. It is the intention of the director that the Goals statements will be reviewed and revised on

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an annual school wide basis. The Goals statement serves as the school-wide goals for SCRTC.

Philosophy

“The staff of St. Croix Regional Technical Center will provide students a learning environment that utilizes the latest industry standards in which everyone can increase their knowledge and skills to the best of their individual abilities.”

Goals and Objectives

- ◆ *Prepare students for further education and employment in current and emerging occupations and technologies*
- ◆ *Provide an opportunity for all students to develop interpersonal skills and attitudes that will allow them to become productive workers and contributing citizens*
- ◆ *Expand student aspirations and ensure access and equal opportunity to all students*
- ◆ *Create an educational environment which encourages and supports high expectations*

SCRTC staff constantly strives to:

Implement a curriculum that is responsive to the changing needs of industry and benchmarked to the Maine Learning Results and to national program standards.

- ◆ *Utilize a teaching learning process that is responsive to the individual learning styles and needs of all students.*
- ◆ *Implement an assessment process that documents and validates student learning and encourages and supports student self-assessment with the ultimate goal of improving student achievement.*
- ◆ *Provide a wide range of program options that represent current and emerging technologies and occupations.*
- ◆ *Establish and maintain a positive, symbiotic relationship with business and industry with the ultimate goal of expanding economic development opportunities for all industries.*
- ◆ *Provide opportunities for all students to validate and expand career and occupational choices.”*

The process for and development of school-wide goals was part of the Comprehensive School Review process. Program and teacher goals to date have been developed using an informal ongoing process with the director seeking suggestions and ideas from the faculty. Program Advisory Committees (PACs) have not been deeply involved in setting the school or program goals although they do provide input on what students should be learning in the various programs.

The Mission, Vision, Philosophy, and Goals statements are found on one of the school's web pages and are posted in the school, but do not appear in either the student or staff handbooks. It appears that the school maintains two web pages that do not contain the same information.

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The Teacher Evaluation Handbook is a new document which has only recently been introduced to teachers. A section of the document has a template for teacher annual goal development that will be used in the future teacher goal setting and evaluation process. There is a process for teacher evaluation with a standardized format or tool for teacher evaluation.

A document referred to as the Professional Development Plan is available and outlines how teachers may access professional development. A professional development plan that has a school-wide focus for teacher professional development does not appear to exist.

Student goals are informally developed within programs. As part of this process teachers share their expectations for student learning early in the school year. When eighth grade students visit SCRTC a Program of Study draft is shared with the students for each program the student visits.

The SCRTC Advisory Committee meets six times per year with the director. The Advisory Committee focuses on the goals of adding programs, identifying funding sources, and addressing the financial needs of programs. The Committee also approves the Live-Work Policy and the Cooperative Agreement. The most recent approval for both Live-Work and the Cooperative Agreement was October 8, 2009.

SCRTC students are involved in SkillsUSA and the school has recently received its charter for the National Technical Honor Society. Commercial Truck Driving students participate in the State truck driving competition. These organizations provide students with opportunities to set career and educational goals and with skills and knowledge to succeed in their chosen career field. Students have the opportunity to compete at the state and national levels for the promotion of teamwork, occupational excellence, leadership, and citizenship.

COMMENDATIONS

The visiting committee commends SCRTC for the following:

1. Developing and adopting the Mission, Vision, Philosophy, and Goal Statements
2. Engaging students in Career and Technical Student Organizations
3. Maintaining an active School Advisory Committee
4. Defining and refining the *Live-Work* Policy, approved annually by the Center Advisory Committee
5. Developing the Teacher Professional Development guidance documents

RECOMMENDATIONS

The visiting committee recommends the following:

1. Include the SCRTC mission, vision, philosophy, and goals statements in the teacher and student handbooks.
2. Use the school-wide goals to provide focus for program and teacher goal setting, school, and program improvement.
3. Define a process for the development of annual school goals guided by the mission/vision statement with input from the faculty and staff.
4. Post the annual school-wide goals on both of the school's web sites or eliminate

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- one of the web sites.
5. Continue to review and develop common school goals to promote collaboration across programs.
 6. Use the formal goal setting process recently established for teachers.
 7. Use the teacher evaluation handbook as guide to evaluate teachers as described.
 8. Annually develop a school-wide professional development plan with a school-wide focus.
 9. Continue with the establishment of the National Technical Honor Society.

COMMUNITY/SCHOOL RELATIONS

The St. Croix Regional Technical Center (SCRTC) is located in Calais, Maine, and serves students from Calais High School, Shead High School, and Woodland High School. The facility was opened in 1989 and is under the direction of the School Union 106 Board. SCRTC presently provides eight technical education programs for primarily 11th and 12th grade students. Enrollment for the 2009-2010 school year is approximately 130.

Community members were involved in the development of the school's mission statement through the SCRTC Advisory Board and Program Advisory Committees, which includes parents and business and industry representatives. There is strong evidence of a positive community relationship with civic organizations and local businesses. The epitome community support is evidenced by the construction of the Early Childhood Education (ECE) building within the last 5 years. The ECE building was designed and constructed by SCRTC students and paid for through a variety of community fundraisers and business/labor donations and grants from various foundations, with no cost to taxpayers. Other significant fundraisers that receive tremendous community support and exposure include sponsoring an Annual Spaghetti Dinner with a silent auction and operating basketball concessions at all sending schools.

The public perception of St. Croix Regional Technical Center is sometimes confused with Calais High School and Washington County Community College due to their close physical proximity to each other. Teaching staff and counselors from the sending schools are often unaware, unfamiliar, and confused about program offerings at SCRTC and their differentiation from Calais High School.

St. Croix Regional Technical Center staff and students are accessible and involved with parents and the communities by offering a number of outreach opportunities. SCRTC offers many live-work programs in and out of school and several community service projects, such as the River Walk Improvement Project, blood drives, clinicals, paid apprenticeships, and actual employment. Parents are given many opportunities to interact with the school and teachers such as open houses/parent-instructor conferences and SkillsUSA competitions.

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The school and staff use a variety of methods and media outlets to inform potential students and the public about programs, activities and student achievements. These include newspapers, SCRTC website, local access channel, and local radio (Talk of the Town and Street Beat). The school's administrative staff visits all the 8th graders of the sending schools and requires a visit to SCRTC by all students who register for one of the CTE programs.

Commendations

The visiting committee commends SCRTC for the following:

1. Involving students in the community doing live-work, apprenticeships, clinicals, and community service such as the River Walk Development Project
2. Supporting SkillsUSA by engaging staff and community in competitions
3. Implementing school visitations for all 8th graders from sending schools
4. Developing SCRTC website for dissemination of information about school programs, activities and news
5. Promoting community involvement at SCRTC as evidenced by the construction of the ECE building
6. Developing a strong sense of community at SCRTC between all sending school students
7. Publicizing information about programs, activities and student achievement in a variety of ways to the sending school communities
8. Encouraging SCRTC staff involvement in community organizations and volunteer groups

Recommendations

The visiting committee recommends the following:

1. Continue to develop and implement plans to distinguish SCRTC from Calais High School and Washington County Community College.
2. Promote awareness of SCRTC programs to teachers and counselors at sending schools by implementing a workshop day tour or by adding academic teachers to Program Advisory Committees.
3. Consider a variety of ways to include students in presenting at sending schools to highlight CTE opportunities available at SCRTC.
4. Examine and develop ways to increase parental involvement at SCRTC open houses and school activities.
5. Consider a variety of ways for staff to contact parents at the beginning of the school year to build positive relationships.
6. Continue to enhance school website as a means of disseminating school information to the public.

CURRICULUM

St. Croix Regional Technical Center (SCRTC) describes the intent of its curricular design as follows:

“to foster life-long learning, self-sufficiency, creativity, and highly-skilled work habits.”

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Each program incorporates the school's mission and philosophy into the process of curricula development. The basic school philosophy is "Learning to Work and Working to Learn." Students are challenged to think in the top three tiers of Bloom's taxonomy and to use literacy skills on a daily basis. SCRTC develops curriculum to match students' interests and to meet the needs of business and industry in the Washington County area and the State of Maine.

Students are expected to demonstrate attainment of these objectives by using sound judgment and showing proficiency in a common core of knowledge defined for their program. Students are also expected to show pride in their work and are encouraged to take interest in civic affairs through participation in community service.

SCRTC uses program-specific state and national standards to determine the knowledge and skills for individual program curricula. State and National certifications currently implemented by programs include: Building Trades – NCCER using national assessments; Certified Nursing Assistant – Maine Certified Nursing Assisted Standards; Computer Electronics – Comp TIA A+ using part of the A+ national assessment; Culinary Arts – Serve Safe, NRAEF; Truck Driving – Maine Commercial Truck Driving Standards. State and National certifications currently implemented by programs include: Automotive Technology –NATEF using NOCTI at the end of the year for its 3rd party assessment; Early Childhood Education – NOCTI; Welding– American Welding Society (AWS) using national assessment.

Some instructors have implemented the development of student portfolios within their programs as a method of assessment and demonstration of skills and information they have gained from participating in the program. Other types of student assessment used by instructors that assists in evaluating and adapting curriculum include observations, written tests, graded projects and reports, and interviews.

Ongoing curricula development, evaluation, and revisions are made through the input of the respective Program Advisory Committees; through student needs and interest information obtained via surveys, informal instructor evaluations, and through formal evaluations such as Individual Education Plans and 504 plans. Tech Updates and MACTE Workshops also give valuable insights into the process of evaluating and revising the school's program curricula. Community needs and industry standards are considered both in developing and revising a program's curriculum. Instructors apply classroom modifications on an individual basis as needed by students without changing overall curricular goals.

Committees, administration, and instructors review curriculum annually. Instructors attend CTE technical updates twice a year. SCRTC uses data from its sending schools to evaluate and revise curriculum. This data also provides rationale to update equipment/technology and add new programs.

Program Advisory Committees (PACs), which comprise former students and business and industry professionals versed in industry standards, meet formally with program instructors at least twice a year. PAC members also assist programs by serving as guest speakers, hosting field trips and providing job shadowing experiences. Through these

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efforts, and with ongoing informal contacts with instructors, PACs play a large role in the development of curricular goals and objectives, as well as in implementation of curricula. Instructors commented on the importance of committee members in keeping them up-to-date on the latest industry needs and technologies.

Basic technical and workplace skills are taught through classroom curricula as well as through involvement of students in the related Career and Technical Student Organizations (CTSOs) *SkillsUSA* and *National Technical Honor Society*. Student organizations enhance the development of workplace skills as requested by industry. Involvement of students in these CTSOs, as well as classroom inclusion of guest speakers, field trips to business, and job shadowing, helps to ensure that curricula provide students with an opportunity to learn “all aspects of industry.”

SCRTC encourages collaboration among program areas. Examples of student projects that have forged partnerships among programs include: 1) Welding working with Computer Electronics in the process of designing and creating a device that retrofitted equipment; 2) Automotive Technology and Welding (as needed) work to service the school’s vehicles; and 3) the “journey” that ended with Building Trades constructing the new building on site which houses the E.C.E. program, the TD program, ITV program, and the Director’s office.

SCRTC has implemented a Technical Math program for students from one of their sending high schools designed to introduce technical math to future students. This program is a unique opportunity to apply classroom concepts to hands-on learning experiences. Math instruction utilizes several classrooms and labs, as well as off site at local businesses, at a variety of construction sites, and other community-based localities where math concepts can be observed and applied. SCRTC has also implemented a variety of non-approved CTE Exploratory programs, which are held in the morning for students primarily from Calais and Woodland high schools.

Each program has identified duties and tasks using the statewide standards and SCRTC is currently using SISME to document these standards. To some degree, each program supports 1997 Maine *Learning Results (MLR)* objectives by using specific benchmarks. This is documented through lesson plans and course syllabi.

Effectiveness of curricula is determined through ongoing student assessments and surveys. Student attainment of curricular objectives is tracked by the use of competency checklists for all programs, and students receive a competency list and certificate upon successful completion of their program. Some programs also use rubrics, which include individual specific goals and objectives.

Articulation agreements exist between SCRTC and Central Maine Community College for Automotive (Introduction to Automotive and State Inspection), and for Building Trades (Introduction to Hand and Power Safety, Roofing, and Siding). With Washington County Community College (WCCC) there are some out-dated agreements for Maine State Inspection, Engine Performance 1, Electrical/Electronic Systems 1, Brakes 1, and Suspension and Steering 1. There is also an enhanced articulation agreement with Maine Community College for the culinary arts program – Food Prep Sanitation, Culinary

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Sanitation Theory, Introduction to Culinary Arts, Sanitation, Food Prep Sanitation, and ServSafe, which is out-dated.

SCRTC presently is working on future agreements with WCCC for C.N.A. and WCCC's Medical Assisting Program; E.C.E. and WCCC's E.C.E. Program; CDL Truck Driving and WCCC's CDL Heavy Equipment Program and their CDL Truck Driving Permit Program; and for Welding with WCCC's Welding Program.

SCRTC is also working on an agreement for their Computer Electronics Program with the University of Maine at Fort Kent's Computer Repair and Electronics Program. The school has a dual enrollment partnership for 2009 - 2010 for their BUS 160 program, Entrepreneurship and New Venture Practice.

COMMENDATIONS

The visiting committee commends SCRTC for the following:

1. Focusing on student safety
2. Emphasizing the role of the Program Advisory Committees in curriculum development
3. Developing and revising curricula in response to individual student needs, to instructor professional development, and to industry input
4. Coordinating curricula with existing statewide and national standards, and with 1997 Maine's *Learning Results*
5. Establishing articulation agreements and dual enrollments
6. Collaborating among program areas for specific curricular components and projects
7. Using student competency checklists for all programs

RECOMMENDATIONS

The visiting committee recommends the following:

1. Continue alignment of curricula with statewide and national standards.
2. Continue to develop and update articulation agreements and dual enrollment agreements.
3. Apply for Maine Department of Education approval of currently non-approved CTE exploratory program following the recommendations of MDOE on Exploratory Programs.
4. Work to update alignment of curriculum to the 2007 Maine *Learning Results: Parameters for Essential Instruction*.
5. Work towards a common schedule between all sending schools to enhance curriculum design and instructional methods within each of the SCRTC programs.

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FACILITIES

St. Croix Regional Technical Center (SCRTC) serves students from three local high schools. The campus is located at 34 Blue Devil Hill, Calais, ME 04619. This structure has not undergone major renovations during its history, although some wall modifications have recently been made. The center is in part of the Calais High School main structure and also has a small separate building adjacent to the high school.

The campus houses the Automotive Technology, Building Trades, Early Childhood Education, Culinary Arts, Certified Nursing Assistant, Commercial Truck Driving, Computer Electronics, Welding programs. A Technical Math class is also offered. SCRTC offers no satellite programs in career and technical education. The CTE center/region structure at SCRTC has the standard center configuration which made evaluating the facilities uncomplicated. A total of 70 students are enrolled in programs at SCRTC.

The most disquieting findings from any of the programs or buildings were shared with the director before the visiting team concluded its review.

The facilities visiting team did not see any major structural concerns during the visual assessment and walk-through. The roof has been repaired in the past and has yet to be tested during normal winter conditions. During interviews it was revealed that no reported leaks have resulted in the repaired roof section since completed.

The building commonly referred to as the "Early Childhood Building" has several sections where the vinyl siding is lifting away from the main structure. The lifted vinyl appears not to have caused wind or water damage but may over time if not corrected.

The vast majority of windows and doors designed to be opened were in fine working order. These doors and windows worked as intended and only one concern was found. The window directly behind the photocopier in the Early Childhood Building's conference room did not open. Also within this building, several doors did not close seamlessly or effortlessly as expected. One door displayed weather stripping damaged in the Culinary Arts kitchen. Doors in these conditions can become a safety or weatherization concerns if left unaddressed.

Security concerns at the main facility were modest. The building has structurally sound access points. The local camera system can be accessed by the director; this connection includes areas in the attached Calais High School. SCRTC does not have a locked front door policy and lacks the physical structure to establish such a procedure. This issue arises mainly from the center being part of the Calais High School.

The physical cleanliness and overall condition of the SCRTC building and instructional areas were found to be in good condition. SCRTC Culinary Arts kitchen areas could benefit from a deep cleaning and floor tile re-grouting. For the most part, access from the classrooms, office areas, dining room and other interior building areas to safe zones

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was available from several egress points. The vast majority of exits and doors were free from any obstructions or difficulties.

Bathrooms, classrooms, hallways and other areas were being monitored and cleaned in an ongoing pattern. These areas were free of any current visual water or wind damage, broken furniture, graffiti, general clutter, or exposed structural concerns. In both the kitchen and main hallway, older water damage evidence from a leaking roof was present. In the main hallway outside of the CTE lab areas, some ceiling tile issues were noticed. Neither issue caused alarm but could benefit with fresh paint and tile replacement.

Most classrooms needs appear to be satisfied throughout SCRTC. Only one report of classroom concern was shared with the visiting team. Overall, the instructional areas are conducive to meeting all defined educational goals.

One classroom area was reported to be less than ideal for reaching the educational goals set forth by SCTR. This classroom area serves as the CNA classroom, the Calais High School School-Based Health Center, visiting doctor's office, Calais High School nurse's office, and CNA clinical lab area. Recently a section of the Computer/Electronics program classroom was divided and given to this shared area in hopes to accomplish more activities than the area was originally designed to house. The area suffers from too many activities present in one area, which leads to lessening of services for all stated parties above. The room would benefit by returning to its original design, a CNA classroom with a CNA lab area. The other entities in this room (Calais High School School-Based Health Center, visiting doctor's office and Calais High School nurse's office) would be better served when located outside of this vicinity.

It was confirmed during an interview that SCRTC staff receives annual trainings on blood-borne pathogens and fire extinguishers; both are well documented in staff in-service day records. This center has also adopted practices based on Maine Department of Labor, Bureau of Labor Standards Compliance Directive BLS13.05- Educational Facilities – BLS Enforcement Checklist.

The director has elected to also work towards the Maine SafetyWorks SHAPE (Safety & Health Award for Public Employers) program, which aligns with BLS13.05. As part of their safety program, SCRTC is experiencing training in LockOut/TagOut, First Aid, Automated External Defibrillator (AED), *Chemical Hygiene, Emergency Management Planning, and Emergency Evacuation*. Many of the new policies have been recently created so it will take time for the training to be completed and be part of the normal routine at SCRTC. St. Croix Regional Technical Center deeply benefits from having an OSHA Certified Trainer as part of their staff development.

SCRTC's approach to their self-study is commendable. They invited outside professionals into their center for inspections as it relates to both safety and facilities. After several inspections and professional feedback, the center's staff worked diligently to make improvements based on such assessments. The number of improvements could tally over 200. Many of the noted areas of concern were immediately abated

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during the professional inspections. The speed in which improvements were done demonstrates the dedication of SCRTC's staff, director and custodian.

The heating system felt comfortable and fresh during the review. The ventilation system was not found to be functioning comfortably during the review. Along with the CNA classroom issue, the ventilation matter should become top priority for SCRTC. An exceedingly noticeable draft and odor were present because of the air pressure differences caused by both kitchen hoods in the building in competition with the exhaust system in the Welding Lab. Other areas also could benefit from a center wide exhaust/heat recapturing ventilation system. All areas should be tested for indoor air quality during peak usage and have a ventilation system to satisfy requirements set forth by OSHA Regulations 29 CFR 1910.1000 TABLE Z-1, TABLE Z-2 and TABLE Z-3.

The grounds outside the SCRTC campus were found to be clean, well maintained, and appropriate for the area. During the review, the grounds were dry. The grounds away from the building appeared to drain well and caused no water/ice backup issues at this time. One area of concern is the frost/pothole damage in the parking lot. Two sections were found to be damaged and in need of repair. Another concern the visiting team noticed was the instability of the fencing around the Early Childhood outdoor play area. One of the metal posts is heaving upwards of 3 inches and should be anchored into the ground.

Signage around the area appeared fine and present. Any ADA (Americans with Disabilities Act) related concerns can be found in the MOA (Methods of Administration) report.

The facility's overall safety status appeared in very good condition, and there is an organized Center/Region-down approach to safety. The overall outstanding safety record at SCRTC may be due to each instructor's efforts in their areas along with the center's administration. Many staff members at SCRTC have not earned an OSHA card but may seek it once classes are offered.

SCRTC has created a personalized approach towards facilities management that is perfectly aligned with the Maine School Facilities Maintenance Plan. This plan appears more detailed as the Maine School Facilities Maintenance Plan. Integrated Pest Management (IPM) is addressed by a local contractor and log files are up to date.

During interviews, it was apparent the intent of the self-study report did reveal itself to SCRTC. SCRTC staff and students benefited from making numerous improvements and creating professional partnerships with safety/facilities entities.

Commendations

The visiting committee commends SCRTC for the following:

1. Maintaining exceptional safety badging throughout the campus
2. Maintaining an exceptional building condition for its maturing status.
3. Inviting MDOE-CTE in for a pre-visit
4. Inviting Maine SafetyWorks in to assist with OSHA concerns
5. Removing storage items from mezzanine areas

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6. Having many of the mezzanine areas weight rated
7. Inviting external experts in for facilities assessment
8. Partnering with Maine Department of Labor-Maine SafetyWorks
9. Pursuing Maine Department of Labor SHAPE Award
10. Partnering with Maine Department of Education CTE- facilities team
11. Adopting and correcting numerous previously discovered items that needed improvements as revealed by Maine SafetyWorks
12. Sharing safety and facilities related resources with other Maine CTE centers/regions
13. Maintaining general cleanliness of main building
14. Maintaining outside grounds
15. Repairing facilities concerns during CSR visiting quickly and efficiently
16. Adopting and correcting numerous previously discovered items that needed improvements as revealed by the MDOE-CTE pre-visit
17. Establishing a safe learning environment based on individual instructor's approach to safety
18. Addressing OSHA concerns as a safety-conscious staff
19. Creating a safety committee
20. Maintaining a facilities committee SCRTC's Director, staff and shared Calais High School Custodial
21. MDOE-CTE visiting team found no catastrophic safety concerns
22. MDOE-CTE visiting team found no catastrophic structural concerns
23. MDOE-CTE visiting team found no catastrophic food service concerns
24. MDOE-CTE visiting team found no catastrophic classroom concerns
25. MDOE-CTE visiting team found no catastrophic facilities concerns

Recommendations

The visiting team recommends the following:

1. Turn the coffee pot lengthwise on the shelf to prevent the bump hazard.
2. Explore creating a policy for cleaning and treating wooden surfaces in the kitchen.
3. Keep abreast of roof concerns for upcoming winter season.
4. Explore the possibility of deep cleaning the kitchen and floor tile.
5. Explore moving knives to a more secure storage solution- Safeteen, 1910.132(a) and 1910.132(d)
6. Examine kitchen break box for correct labels on breakers-1910.303g
7. Examine the possibility of storing all pots/pans/dishes/plates with open or food surface face down.
8. Examine electrical switches in the Early Childhood building as to why they are labeled "Do not shut off" -1910.305.
9. Repair (5) lifting vinyl sections on the Early Childhood building.
10. Explore securing post into the ground.
11. Examine all (3) outlets for missing outlet caps in Early Childhood area.
12. Explore removing cabinets from the elevated platform area in the Early Childhood area.
13. Examine baseboard heating elements for missing covers.
14. Examine Early Childhood (3) building doors for self-closure during closing cycle.

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15. Explore tightening straps on TV's in the Early Childhood area -OSHA Sec 5 (a) "General Duty Clause".
16. Explore rewiring the fan switch in Early Childhood area to work normally.
17. Explore removing eyewash sign from sink area in the Early Childhood area.
18. Examine window behind photocopier in Early Childhood conference room for unhampered opening and closing.
19. Examine all eyewash station for cap closure- --Guardian G1540 AquaGuard Gravity-Flow Portable Eye Wash manual.
20. Examine access to fire extinguishers in the Early Childhood building-1910.157.
21. Explore the need to have Magnum Fire Alert monitor dis-alarm code freely displayed.
22. Explore replacing airline coupler -1910.242(a), 1910.243(b)(2).
23. Explore replace missing rubber cap in air gun--1910.242(a), 1910.243(b)(2).
24. Explore moving equipment around in the Building Trades shop to allow for 28 inches of egress around door - 1910.37(a), 1910.36(g)(2).
25. Explore adding solution around fan to stop climate controlled temperatures from escaping through continuously open fan vent in Building Trades area.
26. Explore flooring options to cover electrical conduct line on Building Trades mezzanine area - 1910.22(b)(1).
27. Explore suitable solution for blocking open electrical knock-outs if current solution is not suitable for Maine SafetyWorks SHAPE program in the Building Trades area.
28. Examine height of railings around edges in the Building Trades area—1910.23.
29. Explore the implementation of First Aid monthly inspection for the center—1910.
30. Examine repaired damaged electrical cord on Dewalt drill in the Building Trades area-- 1910.334(a)(2)(i).
31. Examine jack stands for damage in the Automotive area- T26 Chap.6 Sec561.
32. Explore adopting 36 inch practice policy from Building Trades into Automotive area.
33. Explore the need to label the door into the electrical room above Automotive area- 1910.306(g)(1)(iv).
34. Explore bolting TC3500 tire machine to the floor in the Automotive area - 1910.212(b).
35. Explore bolting GOATS tire machine to the floor in the Automotive area- 1910.212(b).
36. Examine lifts for yearly inspections-1910.179(j)(2)(iv).
37. Explore creating a normal exit sign for the Automotive area--1910.38---1910 Subpart E App.
38. Explore the need for a new grinder wheel in the Automotive area- 1910.215(a)(4),1910. 215(b)(9).
39. Explore replacing cables ends on extension cords in Welding area- 1910.303(b)(1).
40. Explore 2 damaged areas in parking lot with deep potholes.
41. Explore replacing weather-stripping on kitchen door.
42. Explore with local fire codes that parking in front of sprinkler feed head is acceptable.

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43. Explore adding MSDS sheets to Computer area for AKUA Intaglio inks--
http://www.waterbasedinks.com/wp-content/uploads/msds_ii.pdf,
1910.1200(g)(1).
44. Explore removing non-ANSI Z358.1 eyewash station from Computer Area.
45. Consider relocating wood box in upper storage area in the Computer area.
46. Consider returning the CNA area to original configuration-classroom and lab.
47. Consider conducting indoor air quality testing of all areas while under normal usage.
48. Consider installing a ventilation system for the entire center.

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Written Programs (Annual Review)	Standard	Status	MDOE Findings
Respiratory Protection Program ****	1910.134(c)	Policy created but needs to be completed	would suggest completing the policy and documenting any staff members in need of this--good policy based on MSW templates
Confined Space ****	1910.146(c)(4)	Policy no created	Would suggest looking into overhead areas as possible confined spaces
Hazard Communications	1910.1200(c)(1)	Policy not fully created	ok--good policy based on MSW templates--would like to see more
Bloodborne Pathogens	1910.1030(c)(1)	Policy created	ok- training logs in place and training docs
Lockout/Tagout	1910.147(c)(1)	Policy created	got kits and working on policies for each different piece of equipment
Hazard Assessment of Personal Protective Equipment	1910.132(d)	Policy created and some PPE done	Some equipment done and the rest to be done
Emergency Action Plan	1910.38(b)	Policy created	maps posted by each door--staff training on plan--flowchart of actions
Hearing Conservation Program ****	1910.95(c)(1)	Policy not fully created	would like to see test results of areas and their db levels
Forklift **** (recertify drivers every 3 years)	1910.178(l)	no need to create policy--did not see any	did not see any
Chemical Hygiene Plan	1910.1450(e)(1)	Policy not fully created	would like to see more
Hazardous Communications (initial)	1910.1200(h)(1)	Staff is trained in this policy	like the "Substitute" sheet
Confined Space **** (initial)	1910.146(k)(2)	did not see any training	did not see any training on this because no area has been identified as such
Confined Space simulated rescue **** (annual)	1910.146(k)(2)(v)	did not see any training	did not see any training on this because no area has been identified as such
Lockout/Tagout (initial)	1910.147(c)(7)(i)	did not see any training logs --new policy in place	training is per area and under development
Hearing Conservation ****(initial)	1910.95(k)(1)	did not see any training logs --new policy in place	new policy in place and training to follow
Hearing Conservation **** (annual)	1910.95(k)(2)	did not see any training logs --new policy in place	new policy in place and training to follow
Emergency action Plan (initial)	1910.38(f)	Staff is trained in this policy	Done--subs need to sign off that training is done

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Required Training and/or Education*	Standard	Status	MDOE Findings
Personal Protective Equipment (initial)	1910.132(f)	did not see any training logs --new policy in place	new policy in place and training to follow
Respiratory Protection **** (initial and annual)	1910.134(k)	did not see any training logs --new policy in place	new policy in place and training to follow
Fire Extinguisher **** (annual) <i>cutting/welding mandatory</i>	1910.157	Training done	DONE
Forklift **** (recertify drivers every 3 years)	1910.178(l)	no need to create policy-- did not see any	did not see any
Ladders (initial)	1910.26(c)	did not see any training logs	new policy in place and training to follow
Chemical Hygiene Plan (initial)	1910.1450(f)(4)	did not see any training logs	new policy in place and training to follow
HazMat Awareness (minimum)added by DOE-CTE	1910.120(q)(6)	no program in need of this	no policy needed
Bloodborne Pathogens (annual)	1910.1030(g)(2)(iv)	Staff is trained in this policy	DONE
Bloodborne Pathogens (initial)	1910.1030(g)(2)(ii)(b)	Staff is trained in this policy	DONE

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Records Maintained	Standard	Status	MDOE Findings
Confined Space Permit (1 year)	1910.146(g)(4)	no policy on this--no space identified	no policy needed
Lockout / Tagout Training and Program Review	1910.147(c)(7)(iv)	new policy	new policy in place and records to follow
Bloodborne Pathogens **** Shots and waivers	1910.1030(h)	DONE	DONE
OSHA 300 Summary	12-179 CMR	not recording at this time	will record once the center seeks the SHAPE award
Inspection data for Lifts and Hoists ****	1910.179(j)(3)	no record of this	need to have lifts inspected
Respiratory Protection Medical Clearances ****	1910.134(m)	no staff member identified as in need of policy	no evidence found
Respiratory Fit testing ****	1910.134	no staff member identified as in need of policy	no evidence found
Fire Extinguisher Maintenance Records	1910.157(e)(2)	DONE	DONE
Chemical Hygiene – Exposure Monitoring	1910.1450(d)	new policy	new policy created-records to follow
Individual Training/Education Records	T26 Chap.28 2102 2	no records found	no evidence found
Material Safety Data Sheets	1910.1200(g)(1)	books found in areas	did not find any chems not listed in random sampling

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Equipment Inspections	Standard	Status	MDOE Findings
Power Tools	1910.242(a)	most tools in good working order	need pictures for more details
Lifts / Hoists ****	1910.179(j)(2)(iv)	lifts appear to work fin	need to have lifts inspected
Personal Protective Equipment	1910.132(d)	PPE ava to students/staff--	would like to have more hearing protection provided
Fire Extinguisher (monthly)	1910.157(e)(2)	DONE	DONE
Fire Extinguisher (annual maintenance)	1910.157.(e)(3)	Done	DONE
Eye wash / Emergency Shower	1910.151(c)	DONE	DONE
Hand Tools (condition)	1910.242(a)	did not find any tools broken/damaged in random sampling	DONE
Respirators ****	1910.134(3)(i)(b)		
Vehicle lifts ****	T26 Chap.6 Sec561	lifts appear to work fin	need to have lifts inspected
Jacks	1910.244(b)(2)(vi)	all jacks in random sampling appear to work well	DONE
Jack Stands	T26 Chap.6 Sec561	most jack stands appear to work well	see pictures for more details--one to be removed
Machine Guarding (Including Kitchens)	1910.212	all guards in place	OK
Welding Equipment – Covers and lead terminals	1910.254(b)(4)(iv)	none found	OK
Welding Equipment – Damaged Leads	1910.254(d)(9)(iii)	none found	OK
Welding Equipment – Damaged Electrode Holder	1910.254(d)(9)	none found	OK
Storage of Oxygen and Acetylene cylinders ****	1910.253(b)(4)(iii)	all appeared to bolted down and secure	OK
Cylinders Protected against damage ****	1910.253(B)(2)(II)	all appeared to bolted down and secure	OK
Air Compressor Relief Valve **** (manufacturer recommendation)	1910.169(b)(3)(iv)	did not check this during inspection	

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Facility Inspection	Standard	Status	MDOE Findings
Electrical outlets/switches – cover plates installed	1910.305(b)(2)	ok	all outlets appear to have covers
GFCI Receptacles in wet locations and operable	1910.303(b)(1)	ok	SCRTC replaced damaged or worn outlets before MDOE-CTE visit
Extension Cords – Temp. use only	1910.305(g)(1)(iii)	one cord found in Welding	instructor cut end off in person and will have it replaced
Power Strips – (not piggybacked)	1910.305(g)(1)(iii)	none found	none found
Electrical Ground Pin Attached to cords	1910.304(f)(5)(vi)	ok	all cords checked had ground plug
Electrical Branch Circuits labeled	1910.303(f)	look at electrical panel in kitchen area	a couple breakers in the electrical panel may not be labeled correctly. Would suggest checking all breakers
Electrical Box knockout covers – properly installed	1910.305(b)(1)	holes covered	one box in Building Trades classroom had a hole on the side. It has been replaced by MDOE-CTE standards. The box may/may not be suitable by SHAPE standards--replace the box if the award is sought
Wiring Supported and Protected from damage	1910.305((a)(4)	ok	did not see any cables that appeared damaged from strain or pulled from socket
Stairs / Treads (conditions, railing)	1910.24	appear fine	tested stairs and did not notice any issues
Ladders – wood / metal / combo (condition)	1910.25 and 26	none found to be broken	ladders reviewed looked fine but SCRTC should have a policy about inspections
Floor Loading Protection (overhead storage)	1910.22(d)	many ares done, some still need to be completed	a few areas still need to be rated- - see pictures for more details
Furnace / Boiler Room (storage – housekeeping)	1910.22(a)	part of HS--not reviewed	not reviewed
Exits: Unlocked and useable	1910.36(d)	ok	was able to exit for all doors that were tested
Exits: Signs	1910.37(b)(2)	doors marked-Auto needs new sign	most signs were fine--would suggest updating sign in Auto with a more professional sign
Exit and Exit ways: Clear of snow and ice	1910.36(h)	n/a	na
Exits: Free and unobstructed	1910.37(a)(3)	Building Trades need to move items back from doors	Only door of concern was the in the Building Trades area. Would suggest just moving ideas back about 4-6in to create the full 28in pathway
Exits: Emergency Lights Operational	1910.37(a)(4)	ok	randomly tested lights and they worked fine

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MAINE Food Code	Standard	Status	MDOE Findings
Hand Washing Temperature within MFC		ok	tested temp was 121 degrees
PIC present, demonstrates knowledge and performs duties		ok	PIC was present during each visit to the kitchen
Management awareness: policy present		ok	mangement was aware of Maine Food Code
Proper eating, tasting, drinking or tobacco use		ok	no improper eating/tasting was witnessed
No discharge from eyes, nose and mouth		ok	no improper behavior was witnessed
Clean hands		ok	randomly observed staff/student members had clean hands
Adequate hand washing facilities supplied		ok	Maine Food Code statement the kitchen had enough washing stations
Food in good condition		ok	all food in storage (both cold/warm/dry) appeared to be fine
Food separated and protected		ok	all food was covered in correct containters
License Posted		ok	Yes, have a copy on file
License Up to Date		ok	Yes, have a copy on file
Water and ice from an approved source		did not check	did not test
Food Storage in cooler(s)		ok	a few items were not labeled in the cooler--correct for the most part
Food Storage in freezer(s)		ok	a few items were not labeled in the freezer--correct for the most part
Policy on Food Storage		ok	food policy listed on cooler door
Food correctly dated		for the most part	a few items were not labeled -- correct for the most part
Hair restrain devices in use		ok	hats were worn by staff
Adequate venting		NO--issue with whole blding	NO-- would suggest a blding wide solution
Thermometers provided and accurate		ok	yes, tested against laser therm and worked fine
Personal cleanness		ok	all staff/student were correctly dressed and appeared to be clean

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MAINE Food Code	Standard	Status	MDOE Findings
Cleaning buckets provided		did not see any	did not see any--did not check this section too
No hand jewelry beyond common wedding ring		ok	did not notice any HAND jewelry beyond solid ring
Food Freezer(s) within approved temperature		ok	-15 degrees
Food Cooler(s) within approved temperature		ok	39 degree
Food labeling		for the most part	for the most part labeling is well covered-a few items were not labeled in the freezer--correct for the most part
Cleanliness of Kitchen		ok, but needs deep cleaning	some buildup on the sides of equipment and floor is heavily soiled
Cleanliness of Dining area		ok	ok, no issues found
Guards on machinery	1910.212(a)(1)	ok	slicer had guard, mixer had guard

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General Building	Standard	Status	MDOE-Findings
TV strapped to carts		one in ECD needs to be tighten	1 TV in Early Childhood area.
Plumbing		ok	did not see any leaks for water spotting
Doors		for the most part-ok	some doors did not self close, and weatherstripping on kitchen door
Windows		for the most part-ok	one window in ECD blding did not open in conference room
Exit points		ok	clear and open
Heating		ok	no reported issues
Grounds		ok	needs some work in the parking area
Space heaters	1910.304(e)(l)(i), 1910.303(b)(1)	none found	none found
Security		no lock door policy	no locked door policy
General Cleanliness		yes--checklist	yes, great checklist--much like the Maine Fac Management
GENERAL CLEANING	Standard	Status	MDOE-Findings
Clean furniture	Sanitation, IPM	ok	no issue found
Clean doors	Safety, Sanitation	ok	doors appeared fine
Clean telephones	Sanitation	did not check	did not check
Clean tables and seating	Sanitation	ok	seating in labs and dining area fine
Dusting		in office areas is fine, labs a little dusty	labs appeared fine
Project clean light fixtures		ok	did not see a list but lights appeared fine
Graffiti		ok	none found
Water fountains		ok-working	worked fine
Intergrated Pest Management (IPM)		outside contractor, files up to date	files up to date and no issue seen
Clean vents		little build-up in lab areas	labs could be dusted--new vent system would help
Clean duct work.		not checked	not checked
Clean windows inside		ok	fine
Clean windows outside		ok	fine
Clean blinds		ok	fine
Clean horizontal surfaces		ok	work areas and labs appeared fine
Mops and buckets		ok	in correct spots
Overflow water trays in machinery, appliances		na	na
Sinks and counters		ok	no issue found

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FLOOR CARE	Standard	Status	MDOE-Findings
Interim carpet care		ok	policy not reviewed
Spot clean carpet		no spots noticed	no heavy staining found
Restorative carpet care		na	na
Entry mats		na	appears clean and working fine
Clean hardwood floors		na	na
Spills		no spills seen	no spills noticed during visit
WASTE MANAGEMENT	Standard	Status	MDOE-Findings
Trash removal		no overflowing trash seen	no trash issue seen during visit
Recycling		yes	there were several recycling tubs around the areas
disposal		not checked	not checked
Hazardous Waste Handling		not checked	not checked
Dumpster emptying		no issue found	no issue found
Trash spills and leaks		none found	none found
Recyclable containers		yes	yes
Indoor garbage		no issue found	no issue found
Combustible material storage		stored correctly	yes, as part of the chem plan
TRAINING	Standard	Status	MDOE-Findings
Bloodborne Pathogens training		yes	documented log of training
Hazardous Materials Communication Training		no training this year	none found
Material Safety Data Sheets		random samples were good	found samples on random sampling--would suggest revisiting the indexing for all areas
Custodial staff training for Asbestos Containing Material		did not check	did not check
SNOW REMOVAL	Standard	Status	MDOE-Findings
Plow roads		na	na
Sweep, shovel or snow blow walks		na	na
Use of ice melt		na	na
Sanding roadways		na	na
Sand clean up		will be cleaned by the city in 2 weeks	City of Calais to be visiting and cleaning up the sand from winter

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HARD SURFACES (roads and walks)	Standard	Status	MDOE-Findings
Surfaces cleaned		yes	ok
Parking lines repainted		ok	ok
Asphalt cracks filled		need repairs	two major sections in parking lot need addressing--see pictures for more details

HIGH EXPECTATIONS

Saint Croix Regional Technical Center administration and staff have set high expectations for themselves and their students. Participation in SCRTC programs increases students' world views and expectations. Students and staff are engaged and supportive of each other and the school. The administration and staff strive to bring each program opportunity to its fullest potential. They are addressing the need for sustained professional development and continual assessment of programs. Postsecondary educational and career goals for students are encouraged and facilitated. Administration and staff model high expectations in the classroom and in the community. The environment is positive, encouraging, and constructive for both students and staff.

Recognition is provided to students mostly on an individual program basis. The school actively and enthusiastically engages in the CTE Student of the Year process. Students are encouraged to participate in a Career and Technical Student Organization (CTSO). The school has recently joined the National CTE Honor Society and is in the process of adopting the practice. Students were well-spoken and energetic when they were asked to describe their programs. They felt that SCRTC has greatly raised their aspirations. They spoke about the respect they had for the teachers and the school. Students indicated that participation in the program at SCRTC has increased their life goals significantly. All students asked were well aware of the articulation agreements within their program area and how many college credits they would receive with successful completion of their program. The students were proud of the Industry Recognized Credentials available to them in some of the programs. Students have the opportunity to participate in college fairs and obtain Accuplacer© testing from the adjacent college. The college also offers a FAFSA (Free Application for Federal Student Aid) workshop for CTE students and parents.

Professional development is available to the staff through numerous avenues. A staff development procedure is in place and the administration has developed a new staff evaluation plan. Staff is allowed and encouraged to take postsecondary coursework and the cost is reimbursed. Staff is required to participate in one Tech Update per year; distance to the meetings makes greater participation difficult. Faculty is also allowed to participate in other staff development opportunities pertaining to their program. There is a robust mentoring program available to new teachers.

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Most programs offer one or more credit bearing articulation agreements. Several of the programs offer Industry Recognized Credentials and licenses. Many students indicated that they would be pursuing postsecondary placement. The available articulation agreements are initiated individually by program, and no formal articulation plan or timeline is currently in place.

All programs have a portfolio process and requirement in place. Each program develops its own requirements and assessment practices on the portfolios.

There is a safety training component to all programs at the beginning of the school year. All students will be provided the opportunity to achieve their 10 hour OSHA certificate. SCRTC has invited Safety Works to review their facility.

The programs appear to have active Program Advisory Committees (PACs). The membership for most programs was well-developed and programs were using an evaluation tool.

Live-work opportunities allow students to practice actual employment scenarios raising expectations.

All programs are in the process of selecting or are already fully using national standards and assessments. The staff has embraced this decision and the students indicated great pride in the certifications they would achieve in their programs.

All programs provide students with a certificate of completion. The certificates indicate what competencies they were provided training on and to what degree the student accomplished the required tasks. Potential employers are provided a copy of the certificate from the school upon request.

Commendations

The visiting committee commends for the following:

1. Providing the potential opportunity for all students to obtain their 10 hour OSHA card
2. Establishing an atmosphere of mutual respect between the students and the teachers
3. Maintaining articulation in most programs
4. Promoting postsecondary placement efforts through college fair presentations, Accuplacer© and FAFSA training
5. Participating in the Safety Works program
6. Adopting state/national standards and implementing third party testing
7. Supporting advanced degrees and technical updates for instructors
8. Participating in statewide Tech Updates
9. Offering program certificates in all programs and portfolios in most programs

Recommendations

The visiting committee recommends the following:

1. Develop a formal articulation process that all programs follow, and establish a timeline for program articulation.

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2. Develop a common portfolio process that defines the requirements and the assessments that all programs utilize. The adopted school-wide process should be augmented by the individual program requirements.
3. Consider implementing school-wide recognition ceremonies including the industry partners and the community.
4. Continue the process of adopting national standards and third party assessment for all programs.
5. Provide additional staff development opportunities and live collaboration activities through a distance learning technology.
6. Develop a school-wide professional development timeline for staff.

INSTRUCTION

Instructional design at St. Croix Regional Technical Center (SCRTC) offers myriad experiential learning opportunities to students in all programs. From applying theoretical concepts in lab experiences to live-work projects in the field, students are actively engaged in learning on a daily basis at SCRTC. Course and program offerings at SCRTC are elective subjects, so self-motivation and interest is correctly assumed.

To assure program delivery that matches student needs, SCRTC instructors design multi-question essay instruments to assess individual levels of interest and aptitude. Results from these pre-assessments provide opportunities for goal setting and custom tailoring of instruction.

Student engagement is not limited to live-work and lab learning: Instructors also emphasize interaction in their classroom lesson plans, providing students the opportunity to learn from their mistakes in a controlled environment. For example, students answer open-ended questions that encourage creative problem-solving and higher order thinking; participate in team building exercises; deliver oral reports; and take on various other activities such as computer-based work, videos, internet searches, and peer teaching.

In addition to applying skills to practice in live-work and lab experiences, students are encouraged to participate in SkillsUSA which gives them the opportunity to practice leadership skills and receive immediate feedback.

Instructors at SCRTC foster student engagement in learning because it promotes communication, respect and trust; because it develops routines and responsibilities; and because it enhances group cohesion. By providing hands-on activities in the non-threatening atmosphere of the classroom and lab, students gain self-confidence and readiness to enter the workforce and/or a postsecondary institution.

Instructors assess student learning through traditional techniques such as observation, tests, grades and reports. More innovative monitoring approaches include portfolios, assessment rubrics, and self and peer evaluation.

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Students at SCRTC set their own learning goals, which are monitored through the planned program of study. Progress is also tracked through self-evaluation, competency checklists, and instructor assessment. In this way, critical thinking skills are developed through student self-monitoring progress.

Instruction focuses on experiential learning when SCRTC students have the opportunity to apply their learning to practice through live-work, lab projects, and community service. As the live-work learning closely mirrors the real work world, students receive performance feedback from the employer as well as from instructor, providing a win-win job skill reinforcement. Self-esteem is raised because the students feel successful at SCRTC.

Some instructors at SCRTC have developed a teaching method that places written program goals and objectives in the context of lesson plans and units of study that are distributed to students on a weekly basis. This allows time for students to review the unit description and competencies that will be taught, presenting a contract of expectations between the instructor and the learner. Other instructors integrate goals and objectives into instruction using a skills competency checklist that reflects individualized learning progress and talents.

From the onset of the academic year, instructors strive to know their students. Through the application process, initial questionnaires, IEP reviews, and student/instructor interviews, they identify the students' strengths and weaknesses and adapt their level of instruction accordingly. As a result, students with special needs find their niche within SCRTC, where their unique ways of learning are honored and fostered by instructors, empowering students to enter the workforce with great confidence, high self-esteem and strong skills.

SCRTC instructors adhere to the education philosophy of reinforcing positive learning behavior. This tenet is put into practice with regard to evaluation, when instructors consciously avoid unnecessary negative feedback, preferring to positively acknowledge student strengths.

More specifically, evaluation of instruction at SCRTC takes on many formats including pre-and post-testing; employer feedback; and student work. Instructional effectiveness is also evidenced by the high percentage of students who achieve licensing and/or certification, and by the articulation agreements established at postsecondary institutions.

Instructors are formally evaluated by the director on a regular basis every two years.

Some, but not all, instructors have evaluation instruments that students may use to evaluate their program experience and their instructor.

Instructors capitalize on the professional camaraderie that is apparent at SCRTC by collaborating to explore ways to improve instructional methodology. Through collegiality, they have experimented with peer mentoring, peer coaching, and team teaching to enhance their teaching styles. SCRTC instructors would like to extend their practice of

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collegiality to collaborate with sending school teachers to improve instructional delivery of Maine *Learning Results*. They would also like to schedule professional and staff development time that is dedicated to discussing instructional techniques.

Students at SCRTC interact with the community through meeting and working with a wide variety of professionals who share real life experiences with them, providing the latest information/techniques in their area of expertise; organizing field trips and career fairs; and supervising live-work projects. Community partners often donate used tools and equipment to be used as instructional aids for SCRTC programs; this invaluable resource is one that instructors would like to further develop. As part of the instructional process, community service recipients complete evaluation rubrics that assess student performance in the community.

Throughout the classrooms at SCRTC, instructors and staff strictly enforce a zero tolerance for any kind of harassment, bullying or prejudicial behavior.

Commendations

The visiting committee commends SCRTC for the following:

1. Instruction that is focused on both the students and the program
2. The use of a wide variety of teaching methods that reach a diverse student population
3. Collegiality and collaboration among a strong, qualified staff to improve instructional methodology
4. Innovative instructional techniques

Recommendations

The visiting committee recommends the following:

1. Collaborate with sending schools regarding the validation and alignment of SCRTC instruction to Maine *Learning Results*.
2. Schedule professional collaboration time to create and revise classroom instruction.
3. Increase community awareness of the vast need for available resources that can be used for instruction at SCRTC.
4. Develop a school-wide system to integrate feedback and evaluation from students into a concrete process of program improvement.

LEADERSHIP/MANAGEMENT

St. Croix Regional Technical Center (SCRTC) serves students from three area high schools (Calais, Shead in Eastport, and Woodland) with students coming from fourteen communities. In the 2009 -2010 school year the school served approximately seventy-nine students in eight different Maine Department of Education approved programs in the afternoon. Students primarily from Calais and Woodland are engaged in technical

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math and non-approved Career and Technical Education (CTE) exploratory programs in the morning.

The school prides itself on providing a broad selection of rich and rewarding programs that give students realistic, hands-on education and training. The administration, in collaboration with instructional staff, works closely with local community and business representatives in program advisory committees.

SCRTC is led by a part-time director (who also teaches the Commercial Truck Driving program) and is supported by a secretary and one half-time student services coordinator(who also teaches a technical math program)

Teacher turnover at SCRTC is not of concern. Five years ago was the last time a new teacher was hired. The director did raise a concern about future retirements; in preparation for change, SCRTC has in place a support system for a new teacher which includes a robust plan for new teacher orientation, should the need arise.

The approved programs are currently being offered in the afternoon only, and are fully or nearly fully subscribed. The major obstacle to increasing program enrollment is the conflict with school and student academic schedules. Currently Calais High School enrolls a total of 112 students (33 students in the afternoon programs); Shead High School enrolls a total of 18 students (all in the afternoon programs); and Woodland High School enrolls a total 35 students (28 students in the afternoon programs).

The Shead High School students arrive for class approximately forty-five minutes later than the other students. Subsequently, instructors have difficulty adjusting their class lesson plans to accommodate consistently late student arrivals. Similarly, the late-arriving students find it difficult to enter a class session in which the instruction is well under way. This makes it difficult for teachers and limits students in meeting industry standards.

Calais and Woodland high schools have mostly stable enrollment. Shead High School in Eastport is experiencing declining enrollment. Recruitment of students is done by the director and student services coordinator at the three sending high schools. The director stated that the students in these schools often share their experiences at SCRTC during the presentations. SCRTC also holds an eighth grade open house.

Staff input is considered through regular monthly scheduled staff meetings. Formal agendas are available and minutes are kept and posted. Staff meets informally every morning in the student services coordinator's office.

SCRTC has a school improvement team that according to plan is made up of Superintendent(s), School Board Member(s), Building Principal(s), Student Services Coordinator, Guidance Counselor(s), CTE Administrator, CTE & High School Teacher(s), Parent(s), Student(s), Community Leader(s), and Business Leader(s). The improvement plan, referred to as the *Local Action Plan*. The plan made available to the visiting committee appears dated with the most recent timeline being 2007. This team

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meets once a month and appears to address mainly facilities and site maintenance issues.

SCRTC has a recently developed school-wide common program evaluation tool. This tool is planned to be used annually to review each of the SCRTC programs in a similar manner. The tool is designed to include the Program Advisory Committee on the review of the program. This evaluation tool can be used to evaluate the effectiveness of each program, its curriculum, instruction and assessment practices of the program, and equipment needs. It has been suggested that local and state labor market statistics be included as part of the annual review of each program.

The culinary arts program has changed significantly since its approval and assignment of the Classification of Instructional Program (CIP) code. The morning Entrepreneurship offering no longer aligns with the approved CIP Code. A review of both the Entrepreneurship program and the Culinary Arts program is needed.

The Health Sciences instructor also serves as the school nurse for Calais middle and high school. It was evident that there are times when the class is in session and her services are needed by the middle or high school students. There are times when ill students are in one part of the classroom while the instructor is conducting the class.

The director holds school advisory committee meetings six times per year; the advisory committee is made up of three school board members appointed by the sending school boards, three sending high school guidance counselors, three special education directors, three high school principals, three superintendents, the student services coordinator, and the SCRTC administrative assistant. The SCRTC Advisory Committee approves the live-work policy and related policies. The most recent live-work policy was reviewed and approved by the SCRTC Advisory Committee on October 8, 2009 and is in place to ensure that live-work supports the optimum instructional use of outside projects. The SCRTC Advisory Committee also approves the cooperative agreement.

The live-work policy and forms are not found in the student handbook or the faculty handbook nor are they posted on either of the school's web sites. Instructors report that the administration provides support to ensure that educational goals are not sacrificed to perform outside work.

A faculty handbook is available. It contains many forms and documents to guide teachers. The teacher evaluation process and evaluation instrument is not found in the handbook. The school mission, vision, philosophy, and goals statement is not found in the faculty handbook or in the student handbook. It was difficult to identify any policy or process for school-wide or student goal setting or student off-site placement.

COMMENDATIONS

The visiting committee commends SCRTC for the following:

1. Maintaining strong communication among the faculty and administration
2. Scheduling regular meetings with the SCRTC Advisory Committee
3. Reviewing live-work and cooperative agreements on an annual basis
4. Holding regular staff meetings with posted agenda and minutes

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5. Creating a teacher evaluation handbook
6. Creating a common school-wide program evaluation tool

RECOMMENDATIONS

The visiting committee recommends the following:

1. Consider updating the Local Action Plan (School Improvement Plan) and use the School Improvement Team to provide input, recommendations and decision-making around curriculum, instruction, and assessment, as well as facilities site maintenance issues.
2. Update the Faculty Handbook and Student Handbook to include the philosophy and goals statements as well as the live-work agreement.
3. Review and revise current recruitment strategies and implement additional methods of student recruitment that could lead to increased enrollment and fully subscribed programs.
4. Develop documented policy and process for school-wide goal setting.
5. Use the professional development documents available to guide the development of a school-wide professional development plan.
6. Develop a policy and process for school-wide and student goal setting and student off-site placement.
7. Examine the schedules of the three partner sending high schools to better accommodate student access to programs.
8. Apply for Maine Department of Education approval of the currently non-approved CTE exploratory program following the recommendations of the Department of Education on Exploratory Programs.
9. Review the current Culinary Arts program offerings and the CIP code descriptions for CIP Code 12.0503, Culinary Arts/Chef Training and CIP Code 12.0504, Restaurant, Culinary, and Catering Management/Manager. Submit a proposal for a new program or a request for a program change according to Maine Rule chapter 232.
10. Consider eliminating the school nurse responsibilities from the Health Science instructor responsibilities.
11. Consider relieving the director of the Commercial Truck Driving instructor responsibilities and make his position as director full time.

SCHOOL CLIMATE AND AFFIRMATIVE ACTION

The teachers at the St. Croix Regional Technical Center (SCRTC) are consummate professionals who are committed to inculcating the skills, knowledge, and attributes of their craft to the students. They provide a relaxed, supportive environment where students feel respected and part of the “team”. The staff attempts to develop relationships that assist students in achieving success. The students respond positively to being held accountable to high standards and take ownership in their learning. They feel that SCRTC provides a relaxed atmosphere where they enjoy developing their

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professional skills. Camaraderie exists between the student body and the teaching staff. The climate is enriched by proximity to the college and high school and their respective resources that include a career center, a library, and related student services. There is a high degree of communication with the sending schools and SCRTC relating to students with Individual Education Plans.

SCRTC has established civil rights grievance procedures for staff and students that are published in handbooks, brochures and on the website. The dissemination of the civil rights information is performed at an assembly in the beginning of the school year. Civil Rights concepts and requirements are reinforced throughout the school year in assemblies and small group discussions. The students interviewed during this review indicated a high degree of awareness of their rights and responsibilities on civil rights and student conduct. The District Affirmative Action Officer also confirmed their level of knowledge and comfort.

To provide follow-up on all student behavior and expectations, student handbooks are signed by each parent and filed at the Center. All administrative staff has an open door policy that provides students with a high level of safety and comfort. The school staff have developed and implemented comprehensive procedures for student supervision during class, break times, and field trips.

To help ensure a positive learning environment, the physical setting is clean, accessible, and in good repair with safety inspections completed on a regular basis. The administration strives to make all the classrooms, office areas, restrooms, and access routes accessible and has a comprehensive approach to the delivery of safety training. Safety inspection checklists are completed by individual instructors. Training procedures are given in many areas including safety, security, blood-borne pathogens, emergencies, and workplace regulations. Blood-borne pathogen training is mandatory for all staff, as well as first aid and CPR training. Program specific safety training is provided to students and an OSHA 10-hour training program is available for the afternoon students.

Staff members have created a rapport with the students where open dialog can take place on the negative effects of drug and alcohol abuse. The school also provides services to students seeking treatment for substance abuse.

SCRTC sponsors an Open House for all the 8th grade students from the sending schools. This half-day program provides a "hands-on" exposure to all the offerings at SCRTC. The staff has identified this event as being highly successful in providing awareness and information to all students. Many of the faculty members feel that the Open House provides an awareness of non-traditional education opportunities for younger students. The event also increases the community awareness of the composition, role, and objectives of SCRTC.

A gender-neutral recruitment video has been developed to provide information about the programs to the area students and community members. SCRTC participates in the annual "Totally Trades" High School Workshop for girls. The workshop provides information about the opportunities in non-traditional programs for girls in our career and

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technical high schools. To help increase participation in non-traditional programs, SCRTC has invited former students to present at the Center.

Through a variety of activities the school has been able to engender an understanding of the concept of community service. SCRTC supports many co-curricular and community outreach activities. Some community service efforts include:

- SkillsUSA
- Computer technology for community members
- Town nature trail upkeep
- Health screening
- Community service organization support
- The Student Trail

Commendations

The visiting committee commends SCRTC for the following:

1. Establishing a climate that students indicate is caring, relaxed professional, and still challenging
2. Providing an extremely student-centered approach to learning, where students feel recognized and supported
3. Presenting staff who work tirelessly to provide “tailor made” learning opportunities for all students
4. Fostering a feeling of “family” amongst all programs and sending schools. This aspect pervades all areas of the program and when students are participating in extra-curricular events from school.
5. Providing individual brochure on Civil Rights and Affirmative Action
6. Purchasing a new promotional video and student posters that feature women and men in most programs
7. Providing students civil rights training with continuous reinforcement during the year
8. Responding to civil rights issues in a timely and effective manner
9. Maintaining and enforcing a zero tolerance policy in harassment and discrimination

Recommendations

The visiting committee recommends the following:

1. Develop more awareness about diversity in the student body.
2. Continue developing the 8th Grade Open House to include more teachers and guidance directors.
3. Continue increasing the effective communication on Individual Education Plans with the sending schools.

STAFF DEVELOPMENT

Saint Croix Regional Technology Center (SCRTC) has a basic and evolving staff development program that aims to support the mission of the Center by giving teachers the necessary tools to guide students to become self-directed, career-oriented learners who are productive members of their communities. SCRTC fosters a culture that values

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staff development as a tool to meet its instructional and curricular goals. A variety of options are in place to support both new and experienced staff. However, a long-term staff development plan with specific timelines, goals and objectives is lacking.

Throughout the year, SCRTC instructors and the director collaborate on staff development. Through staff meetings, surveys, and off-campus staff development training, all instructors have opportunities to provide input on crucial learning and professional development. The director is involved at all levels to ensure that staff development activities are offered and pursued. The school has been successful in finding qualified substitutes to enable instructors to attend off-site professional development.

Program-related staff development is an intermittent occurrence at SCRTC, first for professional growth related to industry standards and second for emerging best practice. Program-related staff development offers instructors the opportunity for professional growth in both industry-related standards and instructional methodology. Instructors participate in a variety of educational opportunities to learn cutting edge industry equipment or techniques, new instructional software or materials, promising strategies for the instructional laboratory, and the latest trends in the particular businesses/industries.

The school is working on a process to better evaluate staff development activities. Six full staff development days are built into the schedule, and there are also 7½ half-days provided. The first two are held before school begins and covers basic district-wide orientation and mandatory topics such as curriculum, instruction, assessment, student information systems, fire safety, First Aid/CPR, etc. SCRTC instructors also use staff development days to participate in state Tech Update meetings, where they develop networking contacts and share best practices. The school is closed for one and a half days in March so that students and staff may participate in the SkillsUSA competition at the United Technology Center in Bangor.

The staff and administration would like to participate in courses, meetings, and workshops utilizing distance education, which would result in a significant savings of substitute and travel costs. It is anticipated that a Tandberg system will soon be acquired to meet this need.

Formal staff meetings are held once a month with more as needed. At the monthly staff meeting instructors often share some aspect of professional knowledge and practice that they have acquired from recent training. This may include information on literacy strategies in CTE, the Maine Lap Top Initiative, and blood borne pathogens, to name a few. Less formal "coffee meetings" are conducted by the director daily for an informal check-in with each instructor/program.

The main focus for staff development at SCRTC for now and the foreseeable future is moving instructors and programs to complete the necessary requirements for industry certification. Additionally, the entire staff at the SCRTC is required to attend the MACTE conference in Lewiston every October for both tech updates and general CTE professional development. All staff members are also required to obtain basic OSHA

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training.

Through Union 106, a support system is in place to assist new instructors through the conditional certification process and to help develop good teaching and classroom management skills. A mentor team consisting of three experienced instructors is set up to work with each new instructor during their first three years of employment. A district support system is also available for individuals who are candidates for continuing certification and funds are available to pay for coursework up to six credit hours. The district has been consistently financially supportive of staff seeking industry certification that may include summer industry training. Funds are also allocated to purchase technical books and DVDs, or subscribe to professional journals.

Experienced instructors are evaluated in the instructional lab every three years using a form completed by the director.

Commendations

The visiting committee commends SCRTC for the following:

1. Encouraging a collegial and self-directed staff to continuously upgrade instructional and industry-standard skills
2. Providing mentors for new teachers and assistance to instructors with initial certifications
3. Providing financial support for staff seeking industry certification and CTE college coursework
4. Requiring that SCRTC instructors attend the MACTE conference, and subsequent Tech Updates as possible
5. Requiring participation of all instructors in the SkillsUSA competitions

Recommendations

The visiting committee recommends the following:

1. Continue development of a long-term, systematic, and performance-oriented staff development plan for SCRTC.
2. Finalize the acquisition of the Tandberg system or other options for Tech Updates and other staff development activities.
3. Create a list of mandatory staff development requirements for all instructors and a protocol for delivery.

STUDENT SERVICES

Saint Croix Regional Technology Center (SCRTC) provides supplemental student services that enhance, complement or augment guidance and other services offered by sending schools. The SCRTC administrator and instructors recognize the value of supplemental services to help meet student needs, and they interact closely with sending school guidance counselors, social workers, and administrators. Concerns

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regarding student attendance or performance are shared with high school guidance staff. Students are able to benefit from the smaller enrollment at SCRTC by accessing more one-on-one, customized information and services.

Supplemental guidance services include providing access to information regarding college and career opportunities, college campus visits, job shadowing opportunities, FAFSA (Free Application for Federal Student Aid) support, and visits by the local *Early College for ME* representative. College and job placement services are available to students and SCRTC maintains strong relationships with several local businesses and health care providers. Local colleges send representatives to SCRTC every year and there are local college fairs as well. Representatives from the military visit SCRTC for recruitment purposes.

Both male and female students are encouraged to consider non-traditional options as they assess their individual strengths and interests. Agencies such as the Career Aspirations Program and the Career Center provide support to students.

There are articulation agreements in many programs with Washington County Community College (WCCC) and Northern Maine Community College (NMCC). Several programs also have Dual Enrollments with WCCC and are working to develop programs of study. The Student Services Coordinator provides individual career planning and assistance with each senior and with all other students by request. SCRTC has plans to provide the Accuplacer® exam to students. SCRTC students have access to the internet and the opportunity to research the admissions process for specific colleges. There is a library of college materials and resources available through the Student Services Coordinator's office.

Individual program instructors have an ongoing and close relationship with their Program Advisory Committee members who assist in providing students clinical and live-work placements.

Health services available to students are closely coordinated with the sending schools. The SCRTC Student Handbook and Faculty Handbook have several policies regarding medications, physicals, vaccinations, smoking, alcohol and drug use for both staff and students. The SCRTC Certified Nurse's Aide (CNA) Instructor doubles as the school nurse for Calais Middle/High School/SCRTC. She is available during school hours for any type of injury or emergency. The staff is CPR and First Aid certified. C.N.A. students monitor first aid kits throughout the building on a monthly basis. First aid kits, Material Safety Data Sheets (MSDS), and a crisis response binder are located, and emergency procedures are posted, in each classroom. An Automatic External Defibrillator (AED) is located in the Calais High School wing of the building and is easily accessible. Eye Wash stations are located in appropriate shop areas. A locked cabinet is available to hold medications. Wellness is encouraged and a walking pathway (Johnny's trail) is located behind the school for staff member and student use.

Transportation services are adequate and are primarily the responsibility of the sending schools. A school van is available for transporting students to visit local businesses, colleges, and job sites. School buses are obtained for field trips when necessary.

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Travel time from the sending school in Eastport is problematic as those students arrive 45 minutes into the class session every day.

Food service programs are offered at each of the sending schools. Microwaves and refrigerators are available for student use. There are vending machines located in the Calais High School cafeteria that can be accessed during break times.

Safety instruction is an integral component of each of the school's programs. Instructors receive blood-borne pathogen training and incorporate this material in their introductory safety units. Students practice building evacuation procedures on a periodic basis.

Student health and academic records are maintained and stored at the sending schools in accordance with federal law and district policy. Student records are available to school staff upon request on an as-needed basis and in accordance with FERPA (Family Education Rights and Privacy Act) rules. SCRTC files regarding students are kept in the Student Services office in a locked, fireproof file cabinet. Individual Education Programs (IEPs) are made available to teachers as appropriate. Instructors are encouraged to attend IEP meetings when held at Calais High School and to provide written feedback for those meetings held at the other sending schools.

SCRTC serves a diverse student body that includes female and male students in non-traditional programs, who may also be low-income, homeless, ethnically diverse, home-schooled, learning or physically challenged teenage mothers, and/or exchange students. These students are served in various ways.

Girls participate in sponsored events such as "Women, Work & Community" and "Women in Technology". SCRTC collaborates with sending school alternative education programs. SCRTC has created individual plans for students with special circumstances (such as pregnancy, teenage motherhood or physical disability) to ensure that those students can complete their program and fulfill credit requirements and/or certification requirements.

SCRTC staff receives reports from the guidance department of each sending school in regard to students that may be at risk academically. The Student Services Coordinator engages in weekly communication with the guidance departments of the sending schools and attends annual meetings with special education staff at each district.

Commendations

The visiting committee commends SCRTC for the following:

1. Providing supplemental student access to guidance, transportation, health, and food services
2. Establishing a close working relationship with local businesses and area colleges to support student career and postsecondary educational goals
3. Increasing student awareness concerning non-traditional career paths
4. Meeting the individual needs of a diverse student body

Recommendations

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The visiting committee recommends the following:

1. Design a web-based portfolio system which incorporates a career and education portfolio with samples of student work from the program areas and required for all students.
2. Engage in a cyclical study of the local labor market as it pertains to the SCRTC program areas. This could incorporate employment statistics gleaned from alumni follow-up.
3. Continue the excellent work that is being done to serve the individual needs of a diverse student body.
4. Continue the strong relationships with local businesses and colleges.
5. Attempt to coordinate schedules and transportation arrangements between the sending schools to assure that all students arrive on time for classes at SCRTC. This could be negotiated through the School Advisory Committee.

AUTOMOTIVE MECHANICS TECHNOLOGY

The Automotive Mechanics Technology program at St. Croix Regional Technical Center (SCRTC) is designed to combine classroom instruction, a practical shop environment, and a variety of hands-on learning experiences to provide students with a thorough understanding of basic automotive maintenance and repair. The written curriculum of the program is consistent with the program's objective to prepare students for postsecondary education or entry into the workforce.

The program is directed towards failure analysis, troubleshooting, and repair procedures. Major curriculum topics presented in the Automotive Mechanics Technology program include safety, measurement, preventive maintenance, introduction to engines, brakes, steering, suspension, and electronics. Students study basic principles of electricity and electrical systems, fuel and emission control systems, and ignition systems. Curriculum design is consistent with the needs of the automotive repair industry and postsecondary programs. Students receive instruction in the use of standard shop equipment as well as electronic analysis equipment.

The instructor graduated from Vocational Technical Institute (VTI) and worked in the automotive industry for sixteen years, primarily in automotive dealerships. The instructor has a total of twenty-four years of teaching experience in his field. This course is one year long for full-time students; an introductory class is offered to part-time students only.

The classroom area provides a safe and comfortable environment for student instruction. The storage of materials and equipment presents a challenge in allowing available space to be appropriately used for projects and live-work. The pedestrian walk area is not separated from the shop floor with a yellow line, but a clear walking path is available. While this is adequate for students, it may not be as effective for others passing through or visiting the area.

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The Automotive Technology program would benefit from additional equipment, teaching aids, and late-model vehicles to work on during shop/lab time.

St. Croix Regional Technical Center is proud to be an active member of SkillsUSA, a student organization that builds and reinforces self-confidence, work attitudes and communication skills.

Students participate in live-work on community owned vehicles, thus providing the opportunity for team building and interaction with customers.

The Automotive Program Advisory Committee (PAC) is made up of local business owners and professionals involved in work-related fields that align with the automotive curriculum. The PAC reviews and updates curriculum. Committee members also have input on identifying industry needs and provide valuable information on changes in their industries. The committee suggests how to deliver competencies outlined in program curriculum.

The instructor has developed a comprehensive curriculum and has been preparing the program to meet the National Automotive Technicians Education Foundation (NATEF) certification standards for partial alignment. All requirements can be met if funding sources become available.

Curriculum revisions occur as a result of data sent from sending schools on an individual student basis. Changes are made for students with Individual Educational Plans (IEPs) or other unique needs.

Maine *Learning Results* are partially aligned through the use of NATEF task lists and are evaluated yearly by the instructor and the PAC. The director is in early stages of meeting with sending schools to coordinate academic integration.

The Automotive Mechanics program has articulation agreements with Washington County Community College and Central Maine Community College.

Students in the Automotive program are actively involved in the learning process and receive instruction in a variety of methods. Differentiated instruction is part of classroom practice. Students' needs and goals are addressed through individualization and by allowing students to work at their own pace when possible.

The Automotive Mechanics Technology program measures student progress using a variety of methods that are based on work ethics and industry standards. This information is used to evaluate programs and direct instruction. Assessment information is also used to identify strengths and weaknesses of the individual students and the class as a whole, and to determine licensing/certification and whether students meet industry standards.

Student learning is assessed using written tests, homework, competency checklists, and hands-on demonstration of skills learned. Performance on skills assessments is used to determine individual student proficiency and readiness to move to the next level of

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training. These include rubrics, tests, portfolios, and checklists. Results of the assessments are provided to students, parents, and sending schools through a variety of methods including grades and progress reports.

Commendations

The visiting committee commends SCRTC for the following:

1. Providing students with quality classroom and practical learning experiences
2. Featuring a comprehensive, competency-based curriculum
3. Placing emphasis on student safety and readiness prior to using equipment
4. Exposing students to critical thinking skills and employability skills training
5. Preparing to meet NATEF certification standards
6. Making optimum use of the space available for projects and storage
7. Using a wide variety of methods to assess student learning
8. Establishing a a commitment to remain current in the field

Recommendations

The visiting committee recommends the following:

1. Continue working towards meeting the standards for NATEF certification.
2. Increase the use of laptop technology in the classroom to enhance and enrich student learning.
3. Continue researching curriculum delivery options that will better allow alignment with NATEF certification standards.
4. Explore options to free up shop space for student projects while optimizing space available for tool and equipment storage.
5. Consider how to better maintain an obvious distinction between the shop floor and visitor passage area.
6. Consider expanding articulation agreements as the program becomes aligned with NATEF certification standards.
7. Work towards a common schedule between all schools to allow increased instructional time.

BUILDING TRADES

The Building Trades program at St. Croix Regional Technical Center (SCRTC) is designed to provide students with entry level skills necessary for a career as a carpenter. Jobs in this field may include carpenter (rough and finish), remodeler, lumber yard worker, building maintenance, etc. Areas of instruction include safety; design; blueprints; building lay-out; shop equipment operations; wall, floor, and roof framing;

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insulation, and exterior and interior finish. Practicing safe work habits is integral to all aspects of the two-year program. First-year students are introduced to construction with hands-on experiences in work ethics, hand and power tools, CADD, blueprint reading, estimating, floor framing, wall framing, basic roof framing, insulation, and drywall. Various custom projects are introduced as needed. Second-year students develop advanced construction and fabricating skills and act as peer trainers/leaders for incoming students. These competencies include intricate roof framing, roofing, exterior siding, and exterior and interior finish. Off-campus carpentry projects for both first and second-year students cover all phases of construction, and are focused on service learning. These activities prepare students for entry-level jobs and postsecondary options. The students are introduced to the program requirements and expectations at the outset. There are currently nineteen first-year students and four second-year students, totaling twenty-three in the program.

The instructor has three years of industry experience as a cabinet maker. He attended technical college in Pennsylvania where he received his AS degree in Building Technology. After this he was self-employed as a finish carpenter and started work as a substitute teacher at SCRTC in 1999. He was hired as a full-time Building Trades instructor in 2000 so he has been teaching for eleven years. In the interim he received his BS in Applied Technology from the University of Southern Maine and is fully certified as a CTE instructor from the Maine Department Education. He is also a certified NCCER (National Center for Construction Education and Research) instructor.

The shop appears to be of adequate size and design to deliver instruction and practice skills in most phases of carpentry. There are numerous stationary woodworking equipment stations and all the common hand and portable power tools. There is a separate classroom area with enough desk space to meet the needs of a class of about ten students. However there is no re-circulating dust removal system or adequate outdoor storage for lumber.

Students have the opportunity to participate in the *SkillsUSA* student organization while in the program and can go on to compete at the state-wide competition at UTC (United Technologies Center) in Bangor.

The students have designed and built many community or school-based service projects. These include the SCRTC Early Childhood Building, ball field dug outs, a skate park building, St. Croix historic firehouse remodel, and signage works at the St. Croix Island National Historic site.

The Building Trades Program Advisory Committee (PAC) meets twice yearly and provides program guidance. There are eight members on the PAC representing construction related industries, CTE centers, and one union.

Students are eligible to complete partial competencies for a national certificate in construction. Initial movement has been made at the statewide level toward adopting the National Center for Construction Education and Research (NCCER) Construction standards and certification exam. SCRTC has developed and implemented an articulation agreement with Central Maine Community College. Initial work has been

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done to develop an articulation agreement with Eastern Maine Community College and Washington County Community College. These agreements help prepare the students for a potential transition into community colleges from SCRTC.

The program uses the NCCER core curriculum, which sets a high level of standards and expectations based on industry-specific criteria. The program is not currently certified by NCCER but the instructor has started the credentialing process. The program utilizes both the NCCER text and the testing materials. It is anticipated that the students will complete five of the NCCER modules during the current year. Specific units of the National Association of Home Builders (NAHB) Residential Academy are implemented for framing, roofing, and drywall. Full-time students in the Building Trades program can earn a 10-hour OSHA card.

Instruction is primarily done in the shop setting with classroom work focused on technical or industry related knowledge. The instructor states that hands-on is found to be the most effective instructional technique with his students.

Assessments are based on various occupation-specific skills as well as project design and performance skills. The instructor uses many assessment methods including written worksheets, written tests and quizzes, teacher observation, skill demonstration, construction competencies rubrics, and live-work projects. Assessment is designed to meet the individual learning needs of each student. Students are given additional instruction or assistance based on the assessment outcomes. The curriculum is modified as the assessments show this to be necessary. Student developed portfolios are an integral part of their assessment.

Commendations

The visiting committee commends SCRTC for the following:

1. Preparing students for completion of a number of NCCER modules
2. Aligning (partially) curriculum, instruction, and assessment to NCCER and NAHB standards
3. Encouraging student participation in *SkillsUSA*
4. Establishing an articulation agreement with a community college
5. Developing and implementing live-work and service projects (e.g., building the Early Childhood/Truck Driving Building at SCRTC)
6. Assisting students with program/job-related math

Recommendations

The visiting committee recommends the following:

1. Complete the plan to have the program NCCER certified.
2. Pursue developing and/or updating articulation agreements with more community colleges.
3. Consider designing and installing an air handling system in the Building Trades shop.
4. Investigate the construction of an outdoor storage area for lumber..

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CERTIFIED NURSING ASSISTANT

St. Croix Regional Technical Center's (SCRTC) Certified Nursing Assistant (CNA) program encompasses classroom, lab, and clinical experiences that lead to state certification to provide basic nursing assistance under the supervision of a Registered Nurse. CNA program students are prepared to pass state certification exams before they graduate from the program and begin employment, or to continue their health career education at the postsecondary level. According to the program instructor, 60 – 75% of the students in the CNA program continue their education at a postsecondary institution, studying registered nursing, radiology, physical therapy, or another health care field.

The instructor has a Bachelor of Science degree in Registered Nursing, and has nearly completed her Master's degree in Nursing Education. She has thirty-three years of experience in the health care profession, including twenty-one years as a nurse educator. She also holds certifications as a school nurse and health teacher.

Topics of instruction for the CNA program include anatomy and physiology; the nursing process; medical terminology; infection control; personal care skills; surgical care; chronic diseases; nutrition; acute care; long term care; rehabilitation; and home health. Classes meet for 2.25 hours per day for the entire school year. Approximately eighty-five hours are spent in one of two clinical settings.

Two words describe the CNA classroom space: orderly and overcrowded. The CNA instructional area actually serves four purposes: 1) classroom for CNA students; 2) lab for CNA students; 3) nurse's office for high school, middle school and SCRTC students; 4) medical office for the Blue Devil Health Center, a school-based health center funded in part through the Kellogg Foundation and the Maine Center for Disease Control.

Difficulties with potential conflicts with regard to confidentiality exist when the space is used for the school-based health center and the school nurse (who is also the CNA instructor) during CNA class and/or lab times.

The classroom space is often sacrificed for lab space and vice versa, as classroom desks need to be moved to accommodate hospital bed setups that are used for lab practice. The instructor has arranged with a science teacher at the high school to borrow the science classroom whenever possible; this is difficult to coincide with various schedules, however.

With ten students learning amidst office hours and spontaneous clinical consultations, the classroom environment presents challenges.

SCRTC as a whole participates in SkillsUSA conferences and competitions. As such, the CNA instructor has opted out of participation in HOSA (Health Occupations Students Association), believing that CNA students benefit by seeing themselves in the context of the larger picture, namely as SCRTC students at SkillsUSA.

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Regardless of program, all SCRTC students must fulfill a ten-hour community service requirement during their first semester (the second semester of study requires portfolio development). CNA students typically complete their community service requirement by volunteering at the local hospital or rehabilitation center, or in another area of the health care field.

SCRTC CNA students also assist with community blood drives and flu clinics. The instructor pointed out that when performing community service or working at clinical sites, the students wear their SCRTC uniforms to show their program association; the uniform enhances their image because the community at large regards them as having a reputation for being good at what they're doing.

The CNA Program Advisory Committee (PAC) at SCRTC reviews and updates curriculum; identifies and provides valuable information on changes in the field; and suggests how to deliver competencies outlined in program curriculum. PAC members also provide enrichment learning opportunities by serving as guest speakers in the classroom, and by providing resource equipment to the program. The PAC is made up of local business owners and professionals involved in related fields that align the health care field. Additional members include current and former CNA students.

SCRTC's CNA program utilizes the Maine Board of Nursing Prescribed Curriculum for Nursing Assistant Training of 180 hours (9/2008). Skills are documented using a skill master checklist and individual skill checklists that has been provided by the Maine State Board of Nursing. Students all have laptops for classroom use. Students who pass the program and pass their state certification exam are eligible for certification on the Maine CNA Registry. The instructor is actively involved in standards work, attending CTE Health Occupations technical update meetings every six months.

The instructor utilizes her Master's studies to continually update lesson plans within the CNA curriculum. She provides students with weekly handouts of the learning objectives that include learning outcomes, homework assignments, lab work assignments and test/quiz dates. All tests and other assessments mirror the weekly lesson plan outline. The instructor uses weighted rubrics to inform students of what their grades will be for projects, giving more weight to content area knowledge. Projects may be turned in early, giving students the opportunity to revise and improve their work. The instructor maintains e-mail correspondence to distribute e-copies of the weekly lesson plans, finding that personal emails from the instructor are more effective than MOODLE or Blackboard electronic means of communication regarding instructional assignments.

SCRTC's CNA program curriculum reflects the school's mission and philosophy in that it prepares students for entry level career positions or for further study at the postsecondary level. In addition to teaching technical skills, the instructor also helps students to attain skills beyond the CNA curriculum that may serve them well in postsecondary education or in the professional world. Examples of this skills attainment include creating PowerPoint presentations, and developing effective work ethics, employment skills, work habits and attitudes.

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The CNA curriculum at SCRTC is aligned to the 1997 Maine Learning Results, as evidenced by a 2004 document, "Health Science Careers Program Alignment to the Maine *Learning Results*".

An articulation agreement with Washington County Community College (WCCC) provides students with the opportunity to earn college credit in the study of medical assisting. SCRTC students who achieve a grade of B or better in Medical Terminology are awarded 3 credits from WCCC. No special agreement exists for dual enrollment.

The instructor is interested in exploring ways by which to expand the CNA program to a more encompassing Health Science program, perhaps by adding a Health Occupations component/course.

As a lifelong learner currently studying for a Master's degree in Nursing Education, the instructor has developed a diverse instructional repertoire. She prefers the Socratic Method for lecturing; integrates gaming aspects such as "Jeopardy" to reinforce learning; and models demonstrations which students then give back in return. Other instructional approaches include the use of audio-visual technology, web-based labs, field trips, and small group and individual work.

The instructor is committed to identifying and working with students' special needs and interests. Through the application process, information shared with sending school guidance counselors, reviews of Individualized Education Programs (IEPs), feedback from the Student Services Coordinator, and the Accuplacer test, the instructor is able to accommodate her instructional style to optimize the learning experience of each student. She also relies on informal interviews and conversations with her students, and uses student journals as an instructional technique through which to know her students.

Assessment of learning within the CNA program occurs in many different ways. The instructor provides myriad opportunities for the students to be successful and competent in the field. Written tests, papers, skill return demonstrations, oral presentations, and projects are regularly used. Project rubrics are used to assign grades. Results of the assessments are provided to students, parents, and sending schools through a variety of methods including grades and progress reports.

Professionals within the community provide great feedback with regard to program output, namely students who are indeed career ready. According to the instructor, employers from the community actively seek to fill employment positions with SCRTC students. They particularly appreciate the quality of work and skills of CNA students from SCRTC as compared to CNA graduates from adult education programs.

Student portfolios are a consistent aspect of the CNA curriculum, and are highly valued by the students upon completion, giving the students concrete evidence to demonstrate their achievements throughout the course of their learning experience.

Students evaluate the CNA program by providing feedback and program surveys at the

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end of the academic year.

The instructor would like to develop in collaboration with sending schools assessments that lead to academic credits for students. Similarly, she would like to work toward common assessments and rubrics with sending schools, and to participate in workshops that are dedicated to sharing assessment ideas among colleagues.

Commendations

The visiting committee commends SCRTC for the following:

1. Integrating portfolios and community service activities into the curriculum
2. Using the PAC to maintain professionalism and to bring current practices in the field into the classroom/lab experience
3. Using state-of-the-art instructional strategies that integrate technology with learning objectives.

Recommendations

The visiting committee recommends the following:

1. Collaborate with the director and with professionals involved in the school-based health clinic to explore ways in which the problems of classroom space might be improved.
2. Consider developing professional development activities with faculty from the sending schools to collaborate on developing assessment practices that can lead toward academic credit.
3. Align the CNA curriculum with the 2007 Maine *Learning Results*.

COMMERCIAL TRUCK DRIVING

The Commercial Truck Driving Program at Saint Croix Regional Technical Center (SCRTC) is a one-year program leading to the opportunity for students to take the State of Maine Commercial Drivers License exam. The program meets every day for two 80 minute periods that encompass classroom, lab, and behind-the-wheel driving experience ensuring that students meet the State of Maine requirements: 78 hours of classroom instruction; 25 hours lab; and 44 hours of behind-the-wheel time. Content areas include tractor-trailer safety, logbook documentation, trip planning, air brake, combination vehicle, and a combination of range and road driving time.

The instructor is a Calais Memorial High School graduate. He earned a Business Administration Degree through the University of Maine at Machias in 1999 and a Master's Degree in Education in 2007 from Plymouth State College. He was a self-employed owner/operator of a trucking business for fifteen years before being hired at SCRTC as the Truck Driving Instructor in 1999. He also taught Truck Driving for Washington County Community College (WCCC) in 2000. The instructor was hired as the director of SCRTC in 2002. His present position consists of performing director duties in the mornings and in the afternoons after school hours. He teaches truck driving every day between 11:00 a.m. and 2:00 p.m.

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The classroom is located in the new Early Childhood building next to the director's office who also serves as the instructor for the program. The space is adequate for the seven student limit of the program. This cap has been instituted due to the number of students that can ride in the school's tractor-trailer at one time. The classroom has a truck driving simulator located in the front of the room which the students access daily. The classroom is equipped with a variety of multimedia. Materials pertinent to the program are located on a bookshelf in the front of the room. The classroom walls are decorated with literacy posters that relate to the program's curriculum.

The range space is located a short distance from the school in the back of the local Shop & Save supermarket. The program uses this space due to the lack of space at the school. Students are engaged while out at the range and quickly work together to set up the maneuver area marking it out with cones.

Students compete annually at the Commercial Truck Driving competition for CTE high school students held in Westbrook, Maine. The Commercial Truck Driving Program participates in a variety of community service projects including moving equipment for WCCC; hauling heavy and oversized loads for Woodland Public Works; and moving a pier for the Calais Public Works. Additionally, the students participated in the "Walk Way" project by hauling materials to the site. These kinds of projects give students a unique opportunity related to the trucking business, and provides them practice opportunities to load and move various types of equipment from job site to job site.

The Commercial Truck Driving program has a very involved Program Advisory Committee (PAC) of twelve members that meet twice a year. Individual advisors are in frequent contact with the instructor and can be consulted as needed. Members of the committee have loaned the program pieces of equipment to enhance the opportunities for the students. Many advisory members own and/or operate businesses in the area and employ past SCRTC Truck Driving students.

The program currently utilizes and is aligned to the Professional Truck Driver Institute Entry Level Tractor-Trailer Driver and the State of Maine Commercial Drivers License standards.

The instructor uses the state approved J. J. Kellers Tractor-Trailer Driver Training 2nd Ed. curriculum enhanced through the use of the Professional Truck Driver Institute Entry Level Tractor-Trailer Driver and the State of Maine Commercial Drivers License (CDL) standards by the instructor. SCRTC presently is working on an articulation agreement between the CDL Truck Driving Program and WCCC's CDL Heavy Equipment Program and their CDL Truck Driving Permit Program.

The instructor uses a variety of instructional approaches geared to meet the individual needs of his students such as driving simulator, student demonstrations and oral reports, group instruction through lecture, field trip opportunities, live-work projects, interactions with professionals in the field, and small group range/road experiences.

Students sit for the CDL permit tests and participate in the driving assessment in order to obtain their commercial drivers license. On a day-to-day basis student progress is

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monitored using a variety of assessments: observations, homework, written and performance tests, rubrics, portfolios, standards competency lists, skill demonstrations, peer teaching, and verbal assessments in the place of written assessments when appropriate.

Commendations

The visiting committee commends the SCRTC Truck Driving Program for the following:

1. Engaging students in classroom and range lessons
2. Preparing skilled and confident students for work in the commercial trucking field
3. Engaging an active Program Advisory Committee that is linked to business and employer needs and expectations
4. Providing excellent real-work and community service projects
5. Maintaining instructional expertise and experience with regard to the program

Recommendations

The visiting committee recommends the following:

1. Consider the implications of hiring a full-time Commercial Truck Driving instructor as a way to enhance the program and allow the opportunity for more students to participate.
2. Consider the possibility of constructing an on-site garage and range to house program equipment.
3. Continue to develop articulation agreements.
4. Work towards a common schedule between all sending schools in order to enhance curriculum design and the instruction methods for the Truck Driving program.

COMPUTER ELECTRONICS

The Computer Electronics program prepares students for both careers and postsecondary education in computer installation and maintenance technology and in related technologies of career interest to individual students (which may include networking, server technology, web development, programming, digital and/or analog electronics, electrical pre-engineering, robotics, digital audio technology, digital video technology, digital graphics technology, network security).

Students enroll in the full year program for half of the high school day, but several students will re-enroll for a second and third year. Students are also eligible to participate in the after-class pre-apprenticeship program and work as paid employees of the school department. Their responsibilities include the installation and maintenance of all computer and network hardware and software in four schools.

The goals of the Computer Electronic Program are to prepare students for entry-level competence in a chosen computer/electronics field; build strong workplace skills; instill a sense of accomplishment and achievement; and assist students in their pursuit of postsecondary education and employment opportunities.

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The instructor has worked in the computer and electronic technical area for forty-seven years with companies such as Shell Research & Development Corporation. He was also self-employed as a computer consultant and taught adults in industry while working in the field of computer and electronics technology. He has been teaching at SCRTC for fourteen years.

Every student in the Electronics Program gets a core grounding of computer maintenance technology and each student is encouraged to build on that by applying it in a specific career or academic area of interest. The program has students apply their core computer technology skills to areas that can include electrical engineering, network technology, computer graphics, and computer science/programming, etc.

In place of a textbook, the class utilizes a multitude of reference books and materials such as Upgrading and Preparing PCs, A+ Lab Manual, Comp TIA A+ Complete, and PC Technician: Street Smarts.

Students enroll in this program for a minimum of one year, and are required to complete the curriculum for computer technology. Students who re-enroll will have options to pursue computer and electronics in a relevant area of interest.

The classroom space is divided into two primary areas and appears adequate. The main classroom area is for computer technology and a smaller adjacent classroom space is for electronics and storage. There is a good amount of work surface and a very adequate reference library.

The main student group for Computer Electronics includes the afternoon apprenticeship program (which is an extension of the classroom), extracurricular activities, and employment experience. Students get paid for work performed during their apprenticeships, and develop résumés reflecting their job experiences that are actually part of their program of study.

Every year the program sponsors a community service project. Last year was spent refurbishing computers and installing them in a residential facility in Bangor. This project also included a training workshop for the residents at the facility. Every student is required to do an individual community service project and present an extensive report to class. Typical projects involve repairing computers for community members.

More than half the students in this year's Computer Electronics class were nominated for the National Technical Honor Society (NTHS).

The Program Advisory Committee (PAC) for this program is depended on continually for technical advice and curriculum guidance. Members of the PAC include representatives of the electronic and computer industry and other area business professionals. PAC members lend their networking, computer maintenance, IT, publishing, commercial radio & electronics, computer graphics skills and expertise to the program. The PAC's main recommendation at the fall meeting was to reinforce the after-school apprenticeship program because of the value to the students.

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The core curriculum of the computer installation and maintenance technology is aligned the National Standard CompTIA A+ Essentials, Maine State Standards, Computer Technology (Maine DOE September, 2002 Revision), and Maine *Learning Results*, 1997).

The core curriculum comprises the following seven units: Safety and Environmental Issues; Personal Computer Components, Installation and Maintenance; Operating Systems; Printer and Scanners; Networks; Basics of Computer Security and Professionalism and Communication. The Computer Electronics program is aligned with CompTIA A+ Essentials provides a substantial foundation of skills and discipline in preparations for A+, Net+, and/or MCSE certifications.

An articulation agreement is being proposed at this time with University of Maine Ft. Kent that would satisfy two required courses in Introduction to Computer Technology.

Instruction is a combination of theory and hands-on learning. Based on responses in the aptitude and interest questionnaire (done every year), each student meets with the instructor to work out a general strategy of study that focuses on a computer area of interest. This individualized program of study has a weighted balance between abstract technical theory and hands-on experiential learning. Emphasis is put on daily application of critical thinking and scientific method. These methods are supported by instructor and student lectures and demonstrations, one-on-one discussion, explanation and dialog between student and teacher, and peer mentoring between student and student.

Task sheets are the major instruments used for monitoring student progress on competencies and technical skills learned in the shop. Each task sheet clearly defines the rubric, task to be completed, performance criteria, and state or national standard alignment. Other forms of assessment include written tests, oral quizzes, writing assignments, and written self-evaluations. Students involved with live-work situations are assessed through client feedback.

Upon completion of the program, each student receives a competency certificate that summarizes his or her task assessment based on the rubric scale.

Commendations

The visiting committee commends SCRTC Computer Electronics Program for the following:

1. Implementing and continuing the after-school work program for School Union 106
2. Developing a strong membership and use of the PAC for support, advice, and implementation of curriculum revisions each year
3. Developing a thorough curriculum that aligns with standards and uses highly effective rubrics for assessment of tasks
4. Promoting career and postsecondary planning and preparedness for all students
5. Encouraging students to perform community service projects each year as part of the Computer Electronics program

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Recommendations

The visiting committee recommends the following:

1. Examine and evaluate the appropriateness of CIP codes as they relate to the program curriculum.
2. Continue to work on implementing classroom strategies to make meaning of and to improve student numeracy and literacy skills at low and high levels.
3. Continue to pursue and finalize articulation agreement with University of Maine Ft. Kent and explore the possibility of other postsecondary opportunities of this type.
4. Continue streamlining the program's curriculum to include clearly focused goals and objectives.
5. Consider developing an independent study/exploratory course or unit option as a component of the program.

CULINARY ARTS

The Culinary Arts Program at Saint Croix Regional Technical Center (SCRTC) is a two-year program leading to a certificate in Cooking and Baking. The program also provides experience in Entrepreneurship as the students develop and run their own bakery. Students in the program acquire knowledge and experience to prepare quality food, to follow a standard recipe, to gain a working knowledge of safety and sanitation, and to employ proper serving techniques. Students enrolled for a second year gain a broader scope of entry level skills with opportunities to increase confidence and skill level. Second-year students are expected to assist first-year students. Additional skills are taught in Management and Meat Cutting. On-the-job training and special projects give students experience in and a first-hand look at possible careers: short order cook, baker, host/hostess, waiter/waitress, food service manager, prep cook and caterer. Employment potential is excellent.

The instructor earned an A.S. in Culinary Arts and a B.S. in Food Service Management from Johnson and Wales. He earned a M.Ed. and a CAS in Educational Leadership from the State University of NY. He worked twelve years in Industry and is a past culinary arts instructor and director at Coastal Washington County Institute of Technology (CWCIT) in Machias. He serves as an adjunct instructor at Washington County Community College (WCCC). The instructor uses a web-based system for student work called Google Docs where students email all their written work to him, which he corrects and electronically returns.

The classroom doubles as the dining room for the program. There are a couple of computers for student use in one corner of the room near the instructor's desk. A bookcase holds a small library of texts and cookbooks. The overall space seems adequate, if not spacious, and includes a commercial kitchen and a dining room for approximately thirty people. The two areas share one space and are not segregated from one another. The kitchen area has adequate and typical commercial equipment but could use some updating. Storage seems minimal. Prep space and dishwashing space seem adequate.

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Students compete annually at the Maine State SkillsUSA Craft Championship. The Culinary Arts Program does community service through food sales. Students make cookies, soups, and other items for churches or other community organizations. The class is also able to sell food items through bread sales, a student-run deli, and meals for organizations such as the Rotary.

The Culinary Arts Program Advisory Committee (PAC) consists of six members including a school board member, a state health inspector, a grocery store owner, and several area chefs and restaurant owners. The PAC meets twice a year; individual advisors are in frequent contact with the instructor and can be consulted as needed.

Currently, the program is aligned with the Maine *Learning Results*. The program has adopted a curriculum that is national and industry standards-based. The instructor is currently on a committee working to develop state-wide culinary arts standards, which will be implemented when completed.

The instructor states that he has “created a curriculum or a set of experiences geared toward the student”. The program has an Articulation Agreement with WCCC Culinary Arts for ServSafe, an Enhanced Articulation Agreement in Culinary Arts (ServSafe) with the Maine Community College System, and a Dual Enrollment with WCCC for Entrepreneurship. A program of study with WCCC is in the developmental stage. The instructor has recently adopted the National Restaurant Association Education Foundation (NRAEF) Pro-start national curriculum which will begin next year. Students earn NRAEF Servsafe certification. Students also have an opportunity to earn a 10 Hour OSHA (Occupational Safety and Health Administration) Certificate in work place safety. The culinary arts program has changed significantly since its approval and assignment of the Classification of Instructional Program (CIP) code. The morning Entrepreneurship offering no longer aligns with the approved CIP Code. A review of CIP codes for both the Entrepreneurship program and the Culinary Arts Program is needed.

The instructor utilizes lecture, multimedia, hands-on experiences, guest speakers, student-led reading, and one-on-one teaching aimed at the individual. The instructor states that he tries “to create a variety of visual, auditory, and tactile experiences to accommodate the students’ learning styles.” He is working to implement the national Pro-start Curriculum which will provide industry relevance and national validity to the instruction process. The instructor tweaks his instruction in the moment through questioning and verbal check-ins with students and will re-teach as needed.

Students sit for the NRAEF ServSafe Certification exam. The instructor is moving toward implementation of the NRAEF Pro-Start curriculum which will provide relevance and national validity to the assessment process. The instructor uses a performance checklist and uses assessment data to streamline his instruction.

Overall, the Culinary Arts Program does a very good job at meeting the needs of students. The instructor has adopted a national, industry-based curriculum. The program provides community service, prepares students well for both college and the

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workplace, and makes good use of a kitchen that is somewhat outdated and in need of upgrading. Students leave school with two national certifications.

Commendations

The visiting committee commends the SCRTC Culinary Arts Program for the following:

1. Motivating students to learn and encouraging them to advance to postsecondary education
2. Developing articulation and dual enrollments agreements with postsecondary institutions
3. Preparing students for the world of work in the food-service industry and in entrepreneurship.
4. Providing live-work experiences for students to prepare meals with professional presentation and service

Recommendations

The visiting committee recommends the following:

1. Continue to move program toward the use of the national Pro-start curriculum.
2. Continue to work with Student Services Coordinator and WCCC liaison to complete a Program of Study in Culinary Arts.
3. Work with sending school teachers to more fully integrate academics; i.e. Math and Language Arts.
4. Review the current Culinary Arts program offerings and the CIP code descriptions for CIP Code 12.0503, Culinary Arts/Chef Training and CIP Code 12.0504, Restaurant, Culinary, and Catering Management/Manager. Submit a proposal for a new program or a request for a program change according to Maine Rule chapter 232.
5. Consider development of a new program proposal for Entrepreneurship.

EARLY CHILDHOOD EDUCATION

The Early Childhood Program (full CTE) meets daily for two periods in the afternoon. This is a one-year program, although the instructor makes provision for second-year students noting that there is some repetition for those students but also the opportunity to work and learn at a deeper level. The instructor would like the opportunity to develop a two-year sequence, but doesn't believe it is realistic in the current model. The program currently serves eight high school students from three sending schools.

The program involves direct instruction of the CTE students on Mondays and Fridays, focusing on the ECE (early childhood education) curriculum, literacy, and developing activities for the preschool students. On Tuesdays, Wednesdays, and Thursdays the program runs a preschool for three- and four- year olds. On those days, the high school students are divided into two groups; one group works in the ECE classroom on activities for the following week, based on the instructor's plans; the other group works in the preschool classroom, utilizing the activities they developed during the previous week.

The instructor has a degree in teaching home economics. She began teaching a class in early childhood development at the high school level in Braintree, MA. She has taught

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junior high and high school level home economics in Calais. Her program at the high school evolved into an early childhood program so the shift to the SCRTC was a logical move. She has been here several years, teaching a full CTE program in the afternoon and electives for Calais High School in the morning.

As described above, the afternoon program meets daily for two blocks (approximately 160 minutes), running a three-day per week preschool program for 3- and 4-year olds. This is a one-year program that is able to provide students a second year for more in-depth work.

The classroom space is located in a new building constructed by SCRTC's building trades program, and shares the building with the director's office, the truck driving classroom, and the conference room/ITV space. In addition to the classroom used for instructing the ECE students, there is a preschool classroom, a nicely equipped office for the instructor, and a full kitchen that is used to support the nutrition section of the curriculum. This space is bright, airy, very attractive and welcoming. There is also a full playground for the preschool. The conference room is available during the day for ECE students to access the computers when they need to do research or write reports for class.

SkillsUSA is very strong at the SCRTC and many of the ECE students participate. All ECE students are involved in community service during the year; currently they are conducting a walk-a-thon to raise funds for the Cystic Fibrosis Campaign.

Two examples of cross-school collaboration include the efforts to raise funds for the new building and its construction by the building trades program; and the integration of a unit on children's literature into one of the high school teacher's English curriculum to support the literacy efforts of the EEC program at SCRTC.

The Early Childhood Program appears to have a strong and vibrant Program Advisory Committee (PAC). There are ten members including a wide range of educators and professionals; a former student currently in the program at Washington County Community College (WCCC); and a parent of a preschooler. Two men in the field serve on this committee.

The instructor relies on the PAC to provide guidance on curriculum changes, to provide feedback on her program through their work with graduates of the program (both in the workplace and in postsecondary training), and to provide guidance in making change within her program. She feels much supported by this PAC.

One of the PAC members interviewed for this program review, the director of the ECE program at WCCC, expressed very high praise for the instructor and for her program. He spoke to the quality of the students' preparation for his program and shared anecdotes to illustrate how the instructor personalizes her work with the high school students.

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It is difficult for the instructor to attend all of the Tech Updates, as they are often held in Southern Maine. She keeps abreast of this work, however, and is working closely with her peers in adopting the Maine Roads to Quality standards. This is from her self-study:

“The CTE Early Childhood Educators have been working on and are currently working with “Maine Roads to Quality” so that students may earn the Certified Early Childhood Assistant (CECA) certificate. In order to complete this certificate, the CTE Center will provide documentation that the applicant has successfully met the following requirements:

- NOCTI Test with a minimum grade of an 80
- Lab/Field hours totaling 180
- Classroom hours totaling 180
- Completed an approved portfolio that meets all of the Portfolio Assessment Guidelines.”

The instructor has developed her own curriculum materials based on some of the most current work in the field, with much attention to NAEYC (National Association for the Education of Young Children) standards and her knowledge of the field. She has aligned her work with the expectations of the Maine Roads to Quality, and uses two textbooks with her students: *Working with Young Children*, by Judy Herr, and *The Developing Child*, by Holly E. Brisbane.

One of the strengths of this program is her commitment to having the ECE students develop the activities that are used in the preschool classroom. She sets the goals, based on her sequence of skills for the preschoolers, and instructs the students to be creative. She provides a good deal of guidance as well as some exemplars, but expects the students to do this work.

Three days each week feature a lab setting in which there is always live-work, employing genuine hands-on learning. This is central to the instructor’s program and to her instructional practices. In both settings during the preschool program, she deliberately ‘steps back’ and allows the ECE students to learn by doing, knowing that they will make occasional mistakes.

The instructor, for all of her empowering, is very engaged in the classroom setting, alert to what is going on, and is quick to check in, making sure everything is okay. Reviewing the materials that are available in the classroom confirms that she uses a variety of techniques with her students, including demonstrations, familiar literacy strategies, modeling, and student projects and demonstrations.

The program uses a variety of assessment strategies to (1) determine students' progress and (2) provide the instructor with feedback on what works and what doesn't. These include very traditional paper and pencil activities, individual and group projects, and the regular assessments of the day-to-day work of running a preschool.

The instructor has developed her own rubrics for assessing individual activities and learning goals and believes that she always has a solid grasp on her students' progress.

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One sees evidence of this work throughout her classrooms and in the work of the ECE students on display on the walls.

In addition, she uses individual and group assessments to determine the effectiveness of her instructional strategies. This is important to her as many of her students have IEPs and weak literacy skills. She is quick to provide alternative assessments when she believes this will enable her students to demonstrate their learning more effectively.

Commendations

The visiting committee commends St Croix Regional Technical Center for the following:

1. Delivering a well designed and executed program of instruction that provides its students with entry-level skills, confidence in themselves as teachers, and insight into child development
2. Bringing a thoughtful and careful approach to curriculum, instruction and assessment, with an obvious understanding of the interconnectedness of all three
3. Engaging a very strong Program Advisory Committee, with broad representation in the community and from the neighboring college

Recommendations

The visiting committee recommends the following:

1. Consider the development of a two-year sequence that might enable more thorough coverage of the curriculum.
2. Continue to provide additional time needed to place second year students in clinical settings other than the school's preschool.
3. Explore ways to participate in regular tech updates, either through travel or by facilitating video conferencing (recognizing the cost involved) in order to benefit from the experience and practices of colleagues around the state.

WELDING

The Welding program at St. Croix Regional Technical Center (SCRTC) operates three classes that are alternating every other day classes. The first day is a one period, single semester class used for "Introduction to Welding" for 9th and 10th grade classes. This course is designed to teach welding, shop and work safety, basic oxygen fuel torch setup, and basic shielded metal arc welding skills. The second day is a two period, full year class used for Intermediate Welding. This course is designed for students who need to be able to perform welding duties associated with other trades such as automotive. The focus is on oxygen fuel torch setup and use, shielded metal arc welding, and gas metal arc welding basic skills.

The full Welding program meets every day for two periods and is directed toward structural steel cutting and welding. This course is designed to teach welding, shop and work safety, and entry level skills in welding and cutting processes with a goal of passing the American Welding Society flat plate, limited thickness qualification test.

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The instructor graduated from Greenville Technical College with a degree in welding. After graduation he went into the work force where he continued his education and received certifications in high pressure pipe welding, air frame welding and boiler welding. The instructor has nine years of teaching experience in the welding trade and is a certified welding instructor and welding inspector. These certifications were presented by the American Welding Society (AWS).

The program's focus is to prepare the students for both entry-level job placement after high school and a postsecondary welder training program. Processes covered are Shielded Metal Arc, Gas Metal Arc, Gas Tungsten Arc, Flux Cored Arc Welding, and Oxygen Acetylene, Plasma Arc and Carbon Arc Cutting.

The program has used its current space and resources extremely well and has expanded to an adjacent lab space for classroom assessment. The instructor has done an excellent job using a limited amount of equipment and materials. The facility has an adequate number of workstations for basic skills development and a large adjacent area for project work.

St. Croix Regional Technical Center is an active member of SkillsUSA. It builds and reinforces self-confidence, work attitudes and communication skills.

Students worked on a community welding art project that was donated to the Perry Elementary School. This project provided students the opportunity for team building and community service and engagement.

The Welding Program Advisory Committee (PAC) is used to review and update curriculum. The PAC is made up of local business owners and professionals involved in work-related fields that align with the Welding curriculum. The PAC suggests how to deliver competencies outlined in program curriculum. Members also have input on identifying industry needs and providing valuable information on changes in their industries.

This program is aligned with the American Welding Society's EG2.0: 2006, Entry Level 1 Welder. The standards used for the Welding Program are aligned with state-wide recognized standards found in the 1997 Maine *Learning Results*.

The standards used for the Welding program are aligned with statewide recognized standards found in the Maine *Learning Results*. The Welding instructor meets on a regular basis through tech updates with other instructors throughout the state to review and discuss implementation, upgrading, and use of statewide and nationally recognized standards.

All phases of the program are intended to be about 20% academic and 80% developing hands-on skills. The academic portion consists of textbook reading, review questions, written quizzes and tests, and limited video instruction using the Hobart institute instructional tapes. The students are shown work samples, given hands-on demonstrations by the instructor, and then they work independently on their individual

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skills. The instructor observes the individual students while welding and gives them guidance on improving their skills.

Written assessment methods include short answer, multiple-choice, true and false, essay tests and quizzes. The instructor also gives evaluations of demonstrated skill competencies. Fillet weld break test, guided bend plate test and visual inspection of thermal cut edges and surfaces are performed.

This program has no articulation agreements or dual enrollment opportunities in place at this time. Students teaching students in a cooperative learning environment is an important strategy in the instructional program. Student outcomes are evaluated in part with student employment portfolios, which reflect individual effort and performance.

Commendations

The visiting committee commends St. Croix Regional Technical Center for the following:

1. Preparing students for the American Welding Society competency certification exam
2. Presenting a curriculum and assessment process that are fully aligned with AWS standards
3. Providing self-evaluation of air quality and equipment by Lincoln Electric
4. Engaging an improved and expanded Program Advisory
5. Developing and implementing excellent work projects
6. Promoting business involvement in job shadows and off-campus equipment training
7. Assisting students with program/job related reading and math

Recommendations

The visiting committee recommends the following:

1. Work toward getting the ventilation system upgraded to meet OSHA standards.
2. Update weld testing equipment in the shop and video display equipment in the classroom to assist with assessment and instructional implementation.
3. Develop strategies to align with other content areas of the 1997 Maine *Learning Results* including Math, Science, ELA, and Career and Education Development.
4. Explore the possibility of developing articulation agreements with postsecondary institutions.
5. Develop strategies to recruit more non-traditional students.
6. Revise and update the Welding/Metal Fabrication portion of the Center's web page.

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SUMMARY

The visiting team to St. Croix Regional Technical Center included instructors and education leaders from career and technical centers throughout the state and specialists from the Maine Department of Education. Together, the team brought a wealth of experience and backgrounds in education to review SCRTC's self-study reports and to in turn produce this final report through observations, interviews and classroom visitations during the three-day site visit in April 2010.

The visiting team wishes to thank the faculty, staff, administrators and board members for the warm and kind hospitality offered during the site visit. Both at the school and in the community, our every want and need was met. The team also commends those involved with the process of producing the self-study reports, which remain the heart of the comprehensive review, and which can drive the continual process of school improvement. To that end, the visiting team presents the following overall commendations and recommendations that may be beneficial as SCRTC continues to grow and promote its mission.

Commendations

The visiting team wishes to compliment SCRTC on the following general observations:

1. Faculty and administrators at SCRTC have created useful documents (student and faculty handbooks, mission and vision statements, common evaluation tools, etc.) as part of the self-study preparation for the comprehensive school review.
2. Faculty and administrators at SCRTC have committed to pursuing the implementation of national standards and certifications in all program areas.
3. Employees at SCRTC strictly adhere to safety rules and regulations.
4. The community enthusiastically supports education at SCRTC through participation in Program Advisory Committees and board membership.

Recommendations

The visiting team extends the following suggestions for improvement at SCRTC:

1. Extend the efforts made to create school-wide handbooks and evaluation tools to use them consciously and regularly as means to promote continued institutional improvement and staff development.
2. Continue to work collaboratively through MDOE CTE, MACTE and Tech Groups to identify national technical standards and aligning skills assessments.
3. Maintain the excellent community relations that have so obviously been established.

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APPENDIX A

SELF-STUDY STANDARDS

The following 11 standards provide a framework for the self-study process:

1. Assessment

The school frequently and carefully measures, with a variety of methods, student progress toward all goals, including affirmative action and school climate. This information is disaggregated and used to evaluate programs, direct instruction, and related resources. The school's assessment practices are aligned with the Comprehensive Local Assessment Systems of its sending schools.

2. Clear and Focused Goals

The school has a clearly written statement reflective of the needs, beliefs and values of the school community. It is supported by stated goals and objectives and is consistent with the districts' philosophy. The statement shows evidence of long and short-range planning and assures the involvement of teachers, administrators and community in the process of development and evaluation.

3. Community/School Relations

The school shall have a written, collaboratively-planned program of community outreach which supports affirmative action and encourages parent/guardian and community involvement in the educational process toward the achievement of the school's goals and objectives. School goals, procedures, and student progress are regularly discussed with and communicated to parents/guardians and citizens in ways which are appropriate, including for individuals with English as a second language.

4. Curriculum

The school demonstrates evidence of a well planned and periodically evaluated curriculum which has consistently resulted in exemplary educational programming. The curriculum, based on the philosophy and goals of the district, shows a direct relationship between and among subject areas while preserving the specific objectives of each discipline.

5. Facilities

The school plant, site, and equipment are sufficient to support the programs of the school and meet accessibility standards for individuals with disabilities. They are maintained to ensure the safety and health of all occupants and offer an effective setting for the delivery of high quality programs and services to all students.

6. High Expectations

Teachers and administrators have high educational and behavioral expectations for all students. Students demonstrate measurable improvement in academic achievement, life skills development, self discipline, interpersonal growth, and attitudes toward work. The staff demonstrates its belief that all students can learn essential skills and beyond.

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7. Instruction

The school demonstrates a carefully coordinated effort to provide instructional processes which have consistently resulted in a learning environment that promotes excellence and supports affirmative action and school climate. A variety of instructional techniques are used by a majority of the teachers. Teachers strive to meet the instructional needs of all students. A school-wide agreement exists about the importance of the instructional program, and learning time is maximized by well planned activities. Instruction furthers knowledge of Technology Program Statewide Standards and the Maine *Learning Results*.

8. Leadership/Management

The school is effectively managed and provides leadership that promotes the achievement of educational excellence. Instructional leaders make decisions based primarily on instructional and curricular goals that support school climate. Instructional leaders set high expectations from goals, monitor student progress, and direct resources to meet these goals.

9. School Climate and Affirmative Action

The school has a climate which promotes individual self-esteem, high expectations for achievement, acceptance of the differences among people to include issues of race, sex, and disability, and a positive attitude toward learning. The climate enhances and encourages learning and promotes an atmosphere of non-discrimination. Staff consistently models these behaviors for all students.

10. Staff Development

The school has a carefully planned staff development program which supports issues of school climate and which is guided by sound educational theory that promotes exemplary practices. This written plan evolves from the school's affirmative action goals as well as instructional and curricular goals. Developmentally appropriate programs are available for new and experienced staff.

11. Student Services

The school shall provide staff, facilities and materials necessary to offer comprehensive student services for all students. Student records and permanent files shall be kept and monitored in a confidential and secure manner.

Note: The Self-Study Standards Document and other related resources are available for download through the MDOE Career and Technical Education site at <http://www.state.me.us/education/it/review/index.htm>

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APPENDIX B

COMPREHENSIVE SCHOOL REVIEW TIMELINE

The following timeline presents a typical schedule for illustration purposes. Any participating CTE center/region may choose to negotiate an alternate timeline.

1. Orientation Introduction and orientation to the self-study and visitation process for the participating center/region administration and designated others, (e.g., advisory board members, student services coordinator, and faculty department leaders).

Staff Introduction and Orientation MDOE representatives meet with center faculty and staff to review the goals and procedural details of the self-study and visitation.

Timeframe: 1 year prior to scheduled review

(Rev. Nov. 2006 Comprehensive School Review Self-Study Guide 3)

2. Technical Assistance MDOE representatives assist center/region project coordination team, lending technical assistance as necessary in the development of the self-study document. (See: *State of Maine Department of Education Draft Vocational School Pilot Study Self-Study Document Standards, Sept. 2005.*)

Timeframe: 1 year prior to scheduled review

3. Draft Self-Study Review The participating center/region electronically submits their program and standards self-study reports to MDOE CTE. MDOE staff review draft self-study documents, checking to assure that all necessary materials are complete and ready for review by the visiting team.

Timeframe: 6 weeks prior to scheduled review

4. Pre-visit MDOE staff and visiting team leader(s) visit center/region to address visit details such as needs of the visiting team in work area and supporting documentation. This may only be necessary for the facilities portion of the review but is available to schools for all report areas.

Timeframe: 8 weeks prior to review

5. Team Visit The center/region will host the visiting team, which will review documents, meet with staff, and inspect the facilities. The visiting team will provide an exit interview for the director and other designated staff. At this time, any health and safety issues identified will be conveyed to allow for immediate action.

Timeframe: Date established during the Orientation visit

6. Draft Report The visiting team leader will provide a draft report for the director's review and comment. The director's comments should be limited to factual information and not the findings of the report.

Timeframe: 8 weeks after the completion of School Review

7. Final Report The final report will be based on the Self-Study document and the visiting team's findings. The report will offer both commendations and recommendations and, if necessary, specific directives to address any significant health and safety issues.

Timeframe: 3 months after completion of the School Review

8. Five-Year Follow-up CTE will make a two-day site visit to the CTE center/region as a final follow-up and to conclude the comprehensive school review process and set the stage for the full review in 5 years.

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APPENDIX C
St. Croix Regional Technical Center School Approval/Improvement
Site visit
April 12-15, 2010
Visiting Committee Members

Name	School	Program Area
Joel Austin	Bath Regional Vocational Center 800 High Street Bath, Maine 04530	Director
Rob Beecher	Lake Region Vocational Center 1879 Roosevelt Trail Naples, ME 04055	Student Services
Tom Stammen	Region 8, Mid-Coast School of Technology Main Street Rockland, ME 04841	Student Services Coordinator
Brenda Gammon	Region 9 School of Applied Technology 377 River Road Mexico, ME 04257	Director
Andrew Trowbridge	Hancock County Technical Center 112 Boggy Brook Rd. Ellsworth, ME 04530	Diesel Mechanics
Debra Andrews	MDOE 23 State House Station Augusta, Maine 04333	Consultant
Downing, Lora	MDOE 23 State House Station Augusta, Maine 04333	Director
Gamble, Buzz	MDOE 23 State House Station Augusta, Maine 04333	Gender Equity/ Disability Access Coordinator/Consultant
Margaret Harvey	MDOE 23 State House Station Augusta, Maine 04333	Consultant
Shawn Lagasse	MDOE 23 State House Station Augusta, Maine 04333	Consultant
Nigel Norton	MDOE 23 State House Station Augusta, Maine 04333	Consultant

CARL D. PERKINS VOCATIONAL AND TECHNICAL EDUCATIONAL ACT OF 1998

PERKINS III - LOCAL PLAN CHECKLIST

CTE Site: St. Croix Regional Technical Center

CTE Contact: Bob Moholland

PRIOR YEAR REQUIREMENTS~

REQUIREMENT COMPLETED

- * Perkins Project Progress Report/Mid-year:
- * Perkins Project Progress Report/Annual:
- * End of Year Financial Report:

- Yes No
- Yes No
- Yes No

COVER PAGE~

- Date:
- * Applicant:
- * Title/Names:
- * Signatures:

06/09/2009

St. Croix Regional Technical Center
James Underwood, Superintendent

- Yes No

Certified by Electronic Signature.

SITE PROFILE~

- * List of programs
- * Affirmation of a consortium or cooperative agreement:
- * Date of first meeting of your schools advisory (centers) or cooperative (regions) board:

- Yes No
- Yes No
- Yes No

ADMINISTRATION PLAN~

- * Perkins funded
- * Total CTE Programming:

- Yes No
- Yes No

Academic Attainment / Credential, Certificate or Degree

- * One Actual Program of Study included in grant
- * List of additional Programs of Study
- * Hard copies of all Programs of Study mailed to MDOE
- * Identification of what specific programs of study are being planned for/working towards this year
- * Identified which academics are integrated with CTE Programs of study
- * Description of how are these academics integrated with the career and technical program of study and strategies to be employed to strengthen academic rigor
- * strategies/activities will be used to ensure learning in the core academic areas identified

- Yes No

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- * strategies used to encourage career and technical education students to enroll in rigorous and challenging core academic subjects identified Yes No
- * strategies/activities employed to ensure that students in career and technical education programs are taught to the same coherent and rigorous content aligned with challenging academic standards as all other students identified Yes No
- * strategies to increase and improve literacy and numeracy in reading/language arts, math, science and technology Yes No
- * school-wide or specific program curriculum improvement effort and plans identified Yes No

PLACEMENT~

- * Description of the articulation agreement process in school Yes No
- * Indication of what benefits/advantages are available to the students as a result of the secondary/post-secondary linkage Yes No
- * Identification of required articulation contact Yes No
- * Description of specific articulation agreements working towards this year Yes No
- * Description of what enhanced articulation projects working towards this year Yes No
- * Table completed Yes No
- * strategies will be used to provide students with strong experience and understanding of all aspects of the industry which may include work-based learning experiences identified Yes No

SERVICES FOR SPECIAL POPULATIONS

- * Review of career and technical education programs, and identification of strategies to overcome barriers. Yes No
- * Description of how school enrolls assesses and monitors the students' needs Yes No
- * Does description include the following?
 - a. how you enroll, assess and monitor the students' needs. Yes No
 - c. Instructional methods and modifications Yes No
 - d. Equipment Adaptations Yes No
 - e. Support Services Yes No
 - f. Outreach Efforts Yes No
 - g. Examples of any best practices in individualized instruction. Yes No
- * Provided a listing of services and programs that are designed to Yes No

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enable the special populations to meet the local adjusted accountability levels of performance required by Perkins.

* Application includes a complete and detailed description of courses of study, programs, activities and services to prepare special populations for high skill, high wage, or high demand occupations that will lead to self-sufficiency Yes No

* description of how school complies with Maine State Standards of Service for Special Populations" Yes No

* assurance that individuals who are members of special populations will not be discriminated against on the basis of their special population status: Yes No

* Description of the evaluation process for determining how well the needs of Special Populations are being met Yes No

PREPARATION FOR NONTRADITIONAL CAREERS:

* detailed description of how Perkins funds will be used for nontraditional training and employment Yes No

Completion/Graduation/School Retention and Transfer:

* CTE Student Organizations (Skills USA, DECA, HOSA, FFA, etc.) Yes No

* Strategies to improve CTE program retention and transfer Yes No

* Strategies/activities to be used to remedy any program deficits identified through local assessment of students Yes No

* Description of the size, scope, and quality of program improvement projects and explanation of how these projects support continuous improvement in the quality of career and technical education Yes No

*** EXISTING PROGRAM**

DEVELOPMENT/ENHANCEMENT(Section 135-4,7)

* How will funds be used to improve/enhance the existing programs identified Yes No

* How will school initiate, improve, expand, and modernize quality career and technical education programs, including relevant technology identified Yes No

* Where are each of these program(s) in relation to becoming a program of study identified Yes No

*** NEW PROGRAM DEVELOPMENT**

* new programs being developed identified Yes No

*** NEW PROGRAM IMPLEMENTATION**

* New program implementation description Yes No

*** ONE -YEAR OLD PROGRAM UPDATE**

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- * How will funds be used to improve the new career and technical education program(s)/course(s) identified Yes No
- * MDOE Program approval date identified Yes No

Collaboration Plan ((Section 134 "(5) (State plan guide II A 11.) (Sec. 122(c)(20))

- * Description of how stakeholders as required by application are involved in the development, implementation, and evaluation of career and technical education programs assisted under this title. Yes No
- * Description of how such individuals and entities are effectively informed about, and assisted in understanding, the requirements of this title, including career and technical programs of study Yes No
- * Description of how school has involved local workforce investment board Yes No
- * Description of any coordination efforts your school is involved in. You are encouraged to collaborate with your State Workforce Investment Board and other one-stop partners. Yes No

EVALUATION:

- Description on evaluation including:

- * Who evaluates programs Yes No
- * How often do you internally (within your school) review programs and what evaluation tool is used Yes No
- * How often do you externally review your programs Yes No
- * Identification of which required school wide review process is used Yes No
- * Programs has a plan to meet the needs of employees and are current with technological changes Yes No
- * Description of the assessment that determines that the needs of special populations are being met Yes No
- * Description of the process for updating, suspending, canceling and replacing programs Yes No
- * Description of the involvement of PACs Yes No
- * Description of the PAC process to review program skill assessments to assure third party Skill Assessment are used when available and appropriate. Yes No

SKILL ATTAINMENT (2S1, 1P1)

- * Strategies to be used to ensure learning and skill attainment in the CTE programs Yes No
- * Strategies to be used to ensure that CTE students meet skill assessment standards Yes No
- * Strategies to be used to ensure that CTE students have adequate skills to enter employment, further education or the military Yes No

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* Strategies to be used to ensure CTE programs acquire the needed equipment to remain current with the industry Yes No

* Activities engaged in to assure CTE programs meet Perkins IV skill assessment requirements Yes No

TECHNOLOGY IMPROVEMENT (Section 135-4)

* Description of how school will develop, improve, or expand the use of technology in career and technical education Yes No

PROFESSIONAL DEVELOPMENT PLANS

* In service and pre service training for CTE staff on:

a. Effective integration and use of challenging academic and career and technical education provided jointly with academic teachers to the extent practicable (such as numeracy and literacy) Yes No

b. Effective teaching skills based on research that include promising practices Yes No

c. Effective use of scientifically based research and data to improve instruction Yes No

d. Effective training on technical skill assessment Yes No

* Identification of support of education programs for teachers of career and technical education and other public school personnel involved in the direct delivery of educational services to career and technical education students to ensure that CTE teachers and other personnel stay current with all aspects of the industry Yes No

* Internship programs that provide relevant business experience Yes No

* Programs designed to train CTE teachers specifically in the effective use and application of technology to improve instruction Yes No

* The recruitment and retention of career and technical education teachers, faculty, and career guidance and academic counselors for CTE students, including individuals in groups underrepresented in the teaching profession Yes No

* The transition of CTE personnel to teaching from business and industry. Yes No

ACCOUNTABILITY:

* Describe how the CTE activities will be carried out with respect to meeting the state and local adjusted levels of performance established under section 113 Yes No

* Local negotiations plans- agreed upon performance levels accepted Yes No

BUDGET SUMMARY:

The total of all activity budgets equals the allocation. Yes No

Administration Plan activity budgets are 5% or less of the allocation. Yes No

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PAYMENT SCHEDULE (signed)

Yes No

Certified by Electronic Signature.

ASSURANCES/DEBARMENT CERTIFICATION (signed)

Yes No

Certified by Electronic Signature.