

December 19, 2018 – Statewide Stakeholder Meeting – Perkins V

NOTES:

Discussion of Goals:

State Board of Education

- It is a daunting goal to double CTE, but the emphasis that all kids need to go to college must change.
- Build up enrollment in CTE beyond the current 15% of the high school population
- Exposure to CTE in middle school is a key component in generating interest and is directly connected to doubling enrollment
- The linkage between secondary CTE and postsecondary CTE needs to continue to strengthen... especially in rural areas of Maine. Opportunities for rural students is a challenge due to the distances between facilities.
- Currently CTE students are from 11th and 12th grade so we need to look at 9th and 10th grade
- Outreach to parents to change the perception is needed
- Kids need to get out into the business so they understand what the workforce needs.

Maine Community College System

- Increase enrollment and give equal access to all students
- Ensure students reach completion... whether that is a degree or a certification skill badge. Many students are not looking for a degree... they are looking for a needed skill to enter the workforce.
- Open communication with workforce and adult education to increase the connections to postsecondary education.
 - Apprenticeships may be a key piece for training as it combines a job, skill, and education. Students earn money while taking courses.
 - We need to be careful not to lose the academic piece as employers still need well rounded workers that have academic skills also.

Department of Education

- Working to find ways to keep the multiple pathways for students now that the PBD is not required.
- New administration may change the focus of the current strategic goals.
- Look to ESSA and leverage the work that has already been done through those local needs assessments. DOE needs one vision without team silos.
- DOE core priorities are grounded in statute. New legislation gives the opportunity to tie teams together.
 - Local control over graduation requirements makes it very difficult for students to attend CTE.
 - State Legislature is putting forward a bond bill to support CTE equipment purchases, but this may not be the best answer to meet the needs.
 - Academics aligned to CTE AND workforce needs is what we need.

- Industry is increasing their support of CTE programs. They are the beneficiaries of the trained students.
- We need to brainstorm on ideas and resources so we are working more efficiently as we are continually being forced to do more with less.

It was noted that it was great to see how closely the goals of SBE, DOE, and MCCA align.

We need to look at the full picture of CTE and not just the requirements of Perkins. How can we take the good ideas and leverage Perkins funds to move them forward?

We also must keep in mind that there are funds outside of Perkins and we should be looking at ways to use those funds also.

CTEs are concerned about the cost of the middle school programs coming out of their already tight budgets.

CTE should be a level playing field that all students have access to. Students that are on a college track can still gain useable knowledge and skills in CTE.

CTE schools are public schools and need to accept all students regardless of their abilities and work to ensure they succeed. That being said, be sure the Directors' voices are not lost as they need these resources to run quality programs... without Perkins funds the CTEs would lose programs.

Non-negotiables and Roadblocks

- We need a clear and consistent definition of CTE that we are all using.
- What and who is a CTE student in Maine?
- Promote CTE to local stakeholders (parents and teachers).
- Don't blame guidance as they spend very little one on one time with students. Teachers spend hours each day with students so they need to see the academic and CTE connections.
- Too many graduation requirements creating obstacles.
- Certification of CTE teachers that keep experts in the field from entering CTE teaching.
- Lower wage of CTE teachers compared to what experts make in the field.
- Increase student access... let recently graduating students take classes with high school students if there is room and give the schools the money to support them.
- Don't forget CTE for 9th and 10th graders.
- Possibly look to adding a CTE metric for sending high schools that gives credit for sending students to CTE and having those students complete CTE.
- Continued collaboration with the workforce.
- Keep programs and equipment current with industry.
- Look at using the CTE facilities during the off hours. More adult education opportunities or even a second section of high school programs offered at night so students can work during the day.
- Look at ways to certify the education veterans receive in the military to allow them to teach at CTEs.
- Include immigrants in training as they are a key piece to the workforce needs.
- Do some targeted trainings with industry.

- What is an adult ed student in Maine? They have a branding issue also. Work together to fix education branding.
- Increase dual enrollment and apprenticeship opportunities.
- Look at the high-wage, high-skill, in-demand occupations and support those programs.
- Include students in the discussions. Let them go to CTE if they want to go to CTE and don't put up academic barriers.
- Look outside of the 350-hour requirement for qualified secondary programs.
- Look at ways to support areas that do not have the business resources.
- What are the workforce needs? We keep hearing we need more trained workers... but what does that really mean?
- Get the high schools to understand that CTE is a partner and not a competitor. We are working together to educate students.
- Look at ways to deal with the travel time issues... especially in the rural areas.
- Be more creative on how students can meet graduation requirements.
- We also need to be sure we are looking at future workforce needs and not just current workforce needs.
- Emphasize that it is CTE AND the workforce not OR the workforce.
- Develop a marketing plan for CTE.
- We need flexibility and fluidity for CTE and academics so students in any pathway have the option of college and career.
- A career is the end goal whether a student goes on to college or not... college is not the end goal.