



Career and Technical Education Committee
Maine State Board of Education
Minutes of the November 21, 2019 Meeting

The Career and Technical Education (CTE) Committee held a meeting on Thursday, November 21, 2019 at the Department of Education in Augusta. The following were present: Committee Chair John Bird; Wendy Ault; and Jana Lapoint (Board Members). Donna Tiner (Department of Education); and Mary Becker, Secretary Specialist, State Board of Education

Guests: Julie Kenny, Director, Bath Regional CTE Center; Peter Hallen, Director, Mid-Maine Technical Center; Beth Fisher, Mid-Coast CTE Center; Staci Grasky, Perkins Grant Manager, Maine's Community College; and Kate Leveille, Hart Consulting

I. Call to Order:

John Bird called the meeting to order at 10:00 AM.

II. Committee Chair Overview: *John Bird*

Chair Bird welcomed all members and guest to the meeting and reviewed the agenda.

III. Acceptance of Minutes:

MOTION by Jana Lapoint, seconded by Wendy Ault, and unanimously voted by those present to accept the September 26, 2019 minutes as distributed.

IV. Standing Reports/Updates:

A. Financial Reports

1) Perkins

- i. FY20 Perkins – Donna Tiner presented the financial report for period ending September 30, 2019.
 - Received October allotment from the feds – fully funded.
 - All grants for the schools have been allocated and encumbered.

MOTION by Jana Lapoint, seconded by John Bird, and unanimously voted by those present to accept the Perkins financial report as presented.

2) Briggs

- i. Donna Tiner presented the Briggs Funds report for grant cycle July 1 to June 30.
 - Same as last quarter – will receive a check in January
 - \$123,636.00

MOTION by Jana Lapoint, seconded by John Bird, and unanimously voted by those present to accept the Briggs report as presented.

B. Board Approved Strategic Plan (2019) and Milestones:

Strategic Priorities

1. Direct a greater portion of CTE funds towards instruction and instructionally-related services
2. Increase experiences in grade 9-12 CTE program areas by 2023 with special emphasis on grade 9-10 concentrators.
3. Introduce and support CTE exploration programs to Maine's middle level students.
4. Better align and support secondary and post-secondary CTE offerings and programs.

Revision of plan details for 2020: Continue efforts to build a robust, high quality, and comprehensive educational offerings that lead towards careers:

- Greater percentage of funds to instruction
 - Increase experiences in Grade 9-12 CTE program areas as space and other constraints permit
 - Align secondary/post-secondary CTE credit awards
 - Develop MDOE/MCCS Memorandum of Understanding by November 2018 to coordinate with Perkins V transition review process
 - Continue Perkins redeployment to support Strategic Priorities
 - Through use of carry-over funds (December 2018)
 - As part of Perkins 2020 state funding plan (April 2019)
 - Continue to re-deploy Briggs Funds to support Strategic Priorities (January 2019)
 - Continue support for Middle School Implementation and funding (September 2019 Perkins carry-over funding)
 - Streamline CTE program approval process
1. In 2019, monitor implementation of ongoing reforms and emerging issues affecting the effectiveness of Maine's career and technical education programs.
 2. In 2019, with a new administration in the Blaine House convene a career and technical education summit(s), with a diverse group of stakeholders to include higher education to evaluate improvements to the delivery of programs in light of the emerging economic and educational environment of 2020.
 3. In 2020, work with the Maine Department of Education and other stakeholders to develop further policy and legislative recommendations to enhance the delivery of career and technical education programs in Maine.
 4. By the end of 2020, submit legislative and policy recommendations to the Department of Education and Maine Legislature for consideration during the legislative session.

Milestones Completed:

1. By August 2017, with the Maine Department of Education and other stakeholders to develop a position and recommendations, if any, regarding changes to the state funding of career and technical education programs, including:
 - a. Examination of past work on an “EPS for CTE” model,
 - b. Better targeting of Board administered endowment funds,
 - c. And redevelopment of the State’s Perkins grant program.
 - d. At the end of 2017, submit any legislation and policy recommendations to the Department of Education and Maine Legislature for consideration during the legislative session.
2. By September 2017 the Board will receive from its CTE Committee its vision for the Strategic Plan, its Strategic Priorities for its implementation, and its recommendations for action on CTE Funding.
3. By January 2018, the Board will receive recommendations from a review by its CTE Committee regarding the better targeting of Board-administered endowment funds (a.k.a. Briggs Endowment) on:
 - a. How a competitive, open-award process in future years can best achieve the donor’s intent and the Board’s CRE strategic priorities.
 - b. How these funds can be leveraged, consistent with the Board’s CTE strategic priorities and consistent with the donor’s intent.
 - c. How the award process can demonstrate the Board’s advocacy role for CTE.
 - d. What a reasonable award schedule might look like over a five-year period to achieve an appropriate balance between funds disbursed and funds retained.

This review should be completed by the end of the February 2018 with recommendations before the Board no later than the March 2018 meeting.

4. By January 2018, the Board will receive recommendations from a review by its CTE Committee on the redevelopment of Perkins funds FY 2019 extension to determine how to better achieve the Strategic Priorities.
5. By March 2018, the Board will receive recommendations from a review by its CTE Committee to determine if under the FY 2019 extension of the Perkins Grant program the distribution of Perkins funds between secondary and post-secondary (currently 50/50) is consistent with national trends, can be leveraged to achieve better alignment between secondary and post-secondary CTE programs, or can better achieve any of the strategic priorities.
6. By April 2018, the Board will receive the FY 2019 Perkins Grant application. ***Moved forward to full State Board***
7. In 2018, monitor implementation of any reforms, legislation, and emerging issues affecting the effectiveness of Maine’s Career and Technical Education programs, including (but not limited to): EPS Funding Level has been Endorsed by the Legislature
 - a. Double enrollment in CTE secondary programs by 2020
 - b. Introducing CTE instruction into Maine’s middle schools

Future Milestones:

8. In 2019, monitor implementation of ongoing reforms and emerging issues affecting the effectiveness of Maine’s Career and Technical Education programs.
9. In 2019, with a new administration in the Blaine House, convene a Career and Technical Education summit(s), with a diverse group of stakeholders to include higher education to evaluate improvements to the delivery of programs, in light of the emerging economic and educational environment of 2020.
10. In 2020, work with the Maine Department of Education and other stakeholders to develop further policy and legislative recommendations to enhance the delivery of Career and Technical Education programs in Maine.
11. By the end of 2020, submit legislative and policy recommendations to the Department of Education and Maine Legislature for consideration during the legislative session.

C. CTE Middle School Award update:

No report

D. Perkins V Update – Donna Tiner

Donna distributed a brief summary of the Perkins V State Plan

- The plan is posted on the DOE website.
- Document is 275 pages – may want to read online, not print.
- Public comment period is coming up in a couple of weeks – early December.
- Addresses the key areas that have been discussed by stakeholders throughout the State.
- The biggest key area is the pathways from education to career. Students need to understand what CTE is and how they have access to it and how it will help them in the workforce.
- Plan needs to go through the public hearing process, State Board of Education approval, sign-off by the Governor.
- Needs to be submitted in April.

E. Ninth and Tenth Grade Grants update – Donna Tiner

- All award letters have gone out.
- All the money has been encumbered so the schools can start requesting funds and begin their projects/programs.
- Bangor made one change and will not start the new exploratory program for this year.
- Nine grants total – \$469,530.00.
- The nine schools that received grants were –
 - Augusta, Bangor, Caribou, Rockland, Frenchville, Lake Region, Lewiston, Mexico and Norway
- The grants varied – a lot of schools are doing camp type projects through February and April vacation.
- Some are doing after school programs – building on what they did for middle school and extending that.
- Beth Fisher is starting a new program.

- Frenchville is doing a new forestry program.
- Lake Region is working on a coteaching project.
- Beth Fisher spoke briefly about her grant – offering an Introduction to Applied Technology program at three local high schools to serve twice as many students.

F. **CTE Directors Survey Update** – Kate Leveille, Hart Consulting

Educate Maine Survey was sent out to the CTE Directors to help determine what credentials of value are being offered and student engagement in CTE for grades 8 to 10. The process is looking to gather baseline data. A Director noted that a couple of the questions on the survey were confusing:

- Earned credit versus received credit – many students earn postsecondary credit, but never receive it when they go to college as they generally don't mention it.
 - It would be good to have a process to align the students and credits to enrollment at the community colleges.
 - Diploma transcript
 - Statewide, State supported to keep diploma transcripts equal at the secondary level.
 - Students and colleges need to see the value in the earned credits.
- Credentials earned in aggregate do not reflect the number of students receiving credentials as some programs/students receive multiple certifications and some students do not earn any credentials.
 - Some programs do not offer credentials due to cost.
 - Some programs do not have credentials as there isn't one for the industry.
 - Some credentials are not valued by industry, so programs look at both educational value and industry value.
 - Some credentials do not assist in employment and/or the lack of the credential doesn't hinder employment.

G. **MACTE Grant (2019-20) progress report due in December MOU governing alignment of secondary - post secondary education progress report due in December**

John briefed the Committee on the request for a mid-year report from MACTE

MOU governing alignment of secondary - post secondary education progress report due in December

Stacy reported that Mercedes and Dwight will be meeting in December to prepare the report.

V. **Special Reports and Presentations:**

No special reports or presentations

VI. Work Session:

A. Discussion on strategies for strengthening funding support for CTE

1. What can the Board do? Board needs input on what the priorities for CTE are that should be funded with Perkins as funds drive priorities.
 - Help with access to students
 - Make CTE credit valuable and not just elective. Students should receive required credit uniformly and not just on an as needed basis.
 - Some CTEs would like to pilot offering their own diploma.
 - Help with long-term money to support CTE programs.
2. Need equitable support for money not funded through EPS.
EPS confused the local level assessment process as many thought CTE was being 100% funded and there is not enough money for that.
 - CTE schools are not funded equitably
 - Schools are all different and have different needs
 - Teacher salaries are different
 - Equipment needs are different
 - Sizes of sending schools determine many factors in funding
 - Current formula has cap and hold harmless – the cap is supposed to go away next year, but if there isn't more money in the education budget what is going to happen?
3. Directors are now on the EPS Committee to give a voice on EPS for CTE which is moving things forward. How to make the formula more equitable – formula needs to take more things into consideration. How to do it without hurting each other as there is a finite amount of money for education.
Money is needed for
 - equipment
 - special needs student supports
 - teacher salaries
4. The bottom line is that it comes back to convincing the State that CTE is important.
Need support from
 - Legislature
 - voters
 - Superintendents
 - MSMA
 - Employers... they need to champion CTE
 - Get the right people into the room to send the message and increase the awareness of leaders
5. CTE needs a common message – how CTE helps Maine's economy – uniformity of understanding – common voice among all CTEs
 - CTE needs to be a focus for the Legislature
 - Students, parents and locals need to be present at committee meetings and hearings
 - The education committee of the Legislature needs to know what and who CTE is.
6. Be proactive

Handouts at Meeting (copies in file)

- Agenda
- Draft Minutes – September 26, 2019
- Perkins V State Plan – brief summary
- Exhibit: Request approval of the quarterly report of the Maine Carl D. Perkins Grant as authorized under the Strengthening Career and Technical Education for the 21st Century Act (P.L. 115-224)
- Carl D. Perkins report for period ending September 30, 2019
- George Briggs Funds – grant cycle July 1 to June 30
- Synopsis of the 9th and 10th grade grants

The next Committee meeting is scheduled for Thursday, January 23, 2020 at 10:00 AM. The meeting will be held in room 538 at the Cross State Office Building.

The CTE Committee meeting adjourned at 11:57 AM.