

Observation

Connection with WIOA

- Labor Market Information (utilize Data)
- Connection with LWIB
- Data Matching
- Connect Data to Career Pathway

Connection with ESSA

- Academic Integration
- Connection with CNA

What Have We Not Asked?

- CTE as a Retention Tool
- What is the “Problem”?
- Overall Society Contribution Connection with Career
- Direct Connection to Overall Education
- How to Attract More Citizens to Maine?

Teachers

- Support Industry Update Training
- Resource Sharing Key to Resolving the Distance Issue in Rural Maine
- Introduce Instructors to Industry Representatives, Bring Them to The Classrooms and Them to the Job Sites.
- Promote the Opportunities for teaching in CTE and the Credential Process
- Mentoring
- CTE Teacher Training (used to be at USM)
- Professional Development (ELE Program)
- Administrative Track (Including CTE)

Re-Branding Marketing CTE

Who is audience? Students? Parents? HS Guidance?

- Works for ME, Bangor Area, Example to Look At
- Educate Employers on How to Work with CTE
- All of the above...with slightly different messaging for each. Add other education/training partners
- Marketing the quality employment CTE prepares kids for
- Value of "Workforce Diploma"
- Adult Ed
- High Schools
- CTE Requirement
- Collaborative Effort (Adult ED, CTE, Economic Development)
- Address Perceptions
- Alignment with Community College Higher Education

Partnerships

- Listen to Industry Needs
- Pre-apprenticeship Programs with CTE High Schools
- More Involvement with Industry Association – Who can better define education needs and hire CTE graduations
- MAP: Model Apprenticeships that are aligned with CTE and employer needs
- Used ad ed as partnership for youth and adults to earn credentials.
- Get Industry Data for Secta Assoc.
- Utilize CTE Advisory Boards for Marketing, Funding, Outreach, Equipment, etc.
- More Can Be Done to Connect with Industry – Opportunity to Grow
- Flexibility
- Collaboration with Industry

Graduation/Access (Alignment and Job Corps)

- Barriers between traditional high school and CTE need to be addressed – scheduling, transportation
- Access to/for all students – gender, income, students with disabilities (can be capacity issue)
- Use adult education as a pathway to graduation – AE ability to provide academic classes if scheduling challenges
 - Is getting better
 - Need to consider impact on equipment

Funding/Equipment

- Need That Bond
- Use/Outreach to Industry in Coordinated Fashion
- Need to Realign the CTE/Community College Split
- Need a “Marshall Plan” *Long term planning *Enrollment/opportunities
- CTE Capacity
- No State funding to providers where there isn't alignment of programs to each other and credential attainment.
 - Accountability
 - Align with Industry Needs → work force needs

Career Exploration/Career Awareness

- Share Industry/Workforce Trends with Parents
- Maine Biz Publication
- Bring Industry into Classrooms
- Must be hands on
- Begin in elementary school and value of work
- Education on the quality employment in Maine
- Role models that reflect diversity – gender, race, age
- Build on successful collaborative models like totally trades
- Recognize importance of educating parents on importance of a strong CTE program for all students
- Bring back shop class in middle school
- Student/Educator and adult tours of Industry (Statewide) i.e. ME Science Festival Mfg. events etc.

Pathways

- Start Pathway at Middle School and 9th – 10th
- Common goals and seamless process along with the multiple entry/exit points clearly articulated * implemented
- DECD other state agencies and employer's alignment with Statewide and regional planning implementation, evaluation
- Build in Apprenticeship → Creates Pathway
- Youth and Adult correctional Facilities how to integrate with other educational pathways
- In order to align secondary and post-secondary programs there needs to be an ongoing conversation between CTE schools and MCCS. Needs to be a balance between local and Statewide needs
- Alignment needs to be consistent between High School → Community College → Industry → University System
- Align with Industry sectors (i.e. data/openings/skills needed, etc.)
- Pathways have to include employers as equal partners