



Career and Technical Education Committee
Maine State Board of Education
Minutes of the January 23, 2020 Meeting

The Career and Technical Education (CTE) Committee held a meeting on Thursday, January 23, 2020 at the Department of Education in Augusta. The following were present: Committee Chair John Bird; Wendy Ault; and Jana Lapoint (Board Members). Dwight Littlefield, CTE Director; (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; Amy Boles, Director, Hancock County CTE Center; Jason Judd, Executive Director, Educate Maine; Don Cannan, Executive Director, Maine Administrators of Career and Technical Education (MACTE); and Mercedes Pour, Director of College Access, Maine Community College

I. Call to Order:

John Bird called the meeting to order at 10:05 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:

There were no minutes for approval.

IV. Standing Reports/Updates:

A. Financial Reports

1) *Perkins*

- i. FY20 Perkins – Donna Tiner sent to the Committee the quarterly financial report for period ending December 31, 2019.

2) *Briggs*

- i. Donna Tiner sent to the Committee the Briggs Funds report for grant cycle July 1 to June 30.
 - Received January deposit in the amount of \$9,408.23

B. Strategic Priorities

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 – Dwight Littlefield

- Perkins V is federal funding to support CTE
- Started working on the plan in July of 2018 when Perkins funding was reauthorized.
- Plan is 284 pages long.
- At the final stage of the plan. The CTE Committee will vote today for the plan to go before the full State Board for approval. Then, it will go to the Governor for review and a letter of support.
- Public hearing was held on January 9, 2020.
- One outside person has provided feedback.
- Written comment deadline is January 24, 2020.
- Pages 18–22 of the plan have changes.
- Dave Keaton (Houlton) read comments on his concerns – 50/50 split and addressing concerns around local needs assessment.
- Wilson Hess spoke in favor of the plan and congratulated Dwight and his staff for all their work with the plan
- Overall support was strong, and the enthusiasm is great. Last stakeholder group meeting had 30 people in attendance.
- Received great feedback nationally

V. Special Reports and Presentations

A. Maine Administrators of Career and Technical Education (MACTE) Mid-year Report

Don Cannan presented a mid-year Briggs grant report. MACTE was awarded a \$30,000.00 Briggs Grant for the 2019-20 school year – July 1, 2019 to June 30, 2020.

Don gave an update of outcomes for each strategic priority along with supporting activities. (Please see the attached report for details.)

The Committee expressed concerns with the mid-year report. Specifically, while the report contains encouraging signs of CTE enrollment growth and program development, committee members don't see evidence specifically linking those signs to the activities funded by the grant. The chair reminded the MACTE executive director that he has until this coming June to correct that evidentiary deficit and include that material in the final report. In addition (and assuming MACTE intends to apply for another grant from the Briggs funds for the 2020-21 school year), Don was urged to include tentative objectives and action steps in this year's final report for deploying the funds requested for 2020-21.

B. Update on the process of the MOU with the Community College System

Dwight Littlefield presented a first-year report on the activities that have taken place to meet the three primary goals of the agreement signed in December of 2018.

In July 2019 – provided the Committee with a mid-year report

Ongoing communication between M CCS and the MDOE focusing on how to best ensure students are maximizing college credit opportunities at the local level

Update on specific goals and broader goals that were agreed upon:

Goal: Commit to regular, ongoing communication and at least two face to face meetings each year.

- There have been three meetings held between the MACTE committee and the deans from the community colleges. The first meeting addressed some of the basic barriers such as communication especially around how best to track students earned credits. The second meeting took a deeper dive into this work and quickly realized that there needed to be even more consistent connections between the two organizations to keep the work moving forward. The progress that was made during these meetings included a lot of discussion around the pros and cons of articulations, dual enrollments and concurrent enrollments.

Goal: Include the community college in any professional development opportunities offered to CTE staff; such as the MACTE Conference in the fall as well as the MACTE Directors Conference in the summer.

- Over the last year the inclusion of the community college as part of any MACTE led professional development has grown. Here are some examples:
 - 24 Community College faculty attended the MACTE conference that was held in October. Previous years there were less than 10.
 - In July, for the first time, all of the community college presidents and directors joined for a lunch at UTC in Bangor. Tables were set up regionally with the goal of establishing a relationship that would lead to more collaboration on a local level.
 - During the MACTE Directors summer conference, the M CCS provided a presentation on the collaborative work they are doing with the university system around the admissions process. They provided an update on the Math Pathways project.

Goals of the Memorandum of Understanding

Provide a statewide framework for the awarding of credits that may be used to offer a seamless transition from secondary CTE education to postsecondary enrollment in the M CCS.

- Over the last year the MCCS and MDOE along with the committee from MACTE have discussed the best ways to develop the statewide framework. Through these meetings it was learned that there are some frameworks that have been established locally that could be used as a model. However, these frameworks are still being developed and are continuing to work through some of the challenges. Some examples are:

United Technology Center/EMCC: They have established a framework that allows students to be dually enrolled in business classes at UTC and EMCC. This has provided opportunities for some students to finish their high school experience with a certificate and/or an associates degree from EMCC.

Mid-Coast School of Technology/KVCC: With the recent establishment of space at the new school. MCST and KVCC are continuing to work on a framework for a medical certificate that will provide opportunities for students to enter into the medical fields.

Create system-to-system (MCCS and MDOE on behalf of CTE) articulation agreements which will minimize course repetition and lead to a postsecondary credential or a nationally-recognized industry credential earned through course work aligned to industry standards and employment.

- The current MOU references articulations in the areas of automotive technology, culinary arts, electrical technology and precision machining. These continue to be in place and the institutions work closely to ensure that students are getting recognized for their work at the secondary level. The tech update groups continue to work on ensuring that these are still up to date during their meetings a couple of times a year. However, the MACTE committee along with the MCCS have decided to take a deeper dive into the welding and culinary arts programs that are being offered. Welding is being considered as many of the community colleges are offering certificate programs in this area that the CTE students may be able to benefit from. Culinary arts programs have seen some growth at the community college level and there appears to be some natural connections that can be expanded upon. The goal is to establish a more relevant alignment across the state that could be modeled in other programs.

Provide a uniform credit structure to ensure equity in transfer credits amongst all MCCS institutions.

- The Math Pathways project that was shared in the mid-year report continues to be the best example of the work that is happening in this area. After two years of research and working on alignment; all of the community colleges have aligned their math curriculums into pathways that provide a more relevant experience for students. The four pathways that have been established with examples of programming that aligns are as follows:
- **Technical Mathematics**
 - Automotive
 - Building Construction
 - Electrical
 - Machine Tool
 - Welding
- **Quantitative Reasoning**
 - Culinary Arts
 - Digital Graphics
 - [Some] Education
 - Liberal Studies
 - Nutrition
- **Statistics**
 - Business Management
 - Human Services
 - Psychology
- **College Algebra**

- Computer Science
- Engineering Technology
- Pre-Engineering
- Respiratory Therapy

Next steps with Math Pathways is to establish alignment at the secondary level as well as at the university level. There is a MCCS-led committee that has been working together for six months and that includes representation from secondary SAU's, CTE's and the university system. We feel that this is going to be a positive collaboration that could assist students as they transition into post-secondary.

Overall Summary: The last year saw an increase in the interaction between the MCCS, MDOE/CTE and the MACTE organization. The collaboration at the local levels are areas that they all feel can be a stepping stone to taking the relationship to the next level. Every interaction over the last year has led to a goal of next steps on how to build upon what they are all learning. In addition to addressing what has been previously mentioned, two distinct goals that they have over the next six months include:

- Bringing all of the student service coordinators from the CTE's to KVCC in April for a meeting with both the community college staff and school counselors.
- MCCS and MDOE/CTE are working together on a data project that will help guide our work moving forward. We will be looking at how many students from CTE's are matriculating into the community colleges and which programs they are enrolling in. We feel that this data could help us drive some of our decisions around a more cohesive system.

Following much discussion from the group, Wilson Hess complimented Mercedes on her report and complimented her and her staff for the involvement at the secondary level. He also complimented Mercedes on the long-term perspective of 18 months. Putting the math pathways piece up front was a good choice. Wilson complimented Dwight Littlefield on his great work.

Wendy Ault noted that she was particularly happy about the next step - working with the secondary level and the university system.

C. Update on Legislative Action Committee activity

Wilson Hess updated the Committee on legislation regarding CTE:

EPS Funding for Secondary Schools and CTE: At the Board's January meeting, the Commissioner reported that her budget has the first installment of a three-year step-funding process that will eliminate the \$5 million-dollar funding short fall in CTE funding. It will eliminate the whole harmless provision. Ask where it can be found in the budget and what you can do to push this through.

- LD 1947: An Act to Fund Capital Improvements
 - Public Hearing on February 6
 - Having lots of representatives in the Education Committee room will be great – including students
- LD 2022: An Act to Provide Funding for Capital Improvements and Equipment for Career and Technical Education Centers and Regions
 - Public Hearing on February 6

Jason Judd - Policy Leaders Group will be taking a Legislative bus trip on January 29th to Beth Fisher's CTE Center (Mid-Coast).

Jason introduced Makayla who is a policy intern with Educate Maine.

VI. Other Business

MOTION by Jana Lapoint, seconded by Wendy Ault, and unanimously voted by those present to accept the Perkins financial report for period ending December 31, 2019 as presented and recommends the full Board accept the report at the February 12, 2020 meeting.

MOTION by Jana Lapoint, seconded by Wendy Ault, and unanimously voted by those present to accept the Perkins Five Year State Plan and recommends that the plan go before the full Board at the February 12, 2020 meeting.

Handouts at Meeting (copies in file)

- Agenda
- 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) – Donna Tiner
- Carl D. Perkins Maine State Board of Education Report for period ending 12/31/19 – Donna Tiner
- George Briggs Funds Report – Private Foundation – Grant Cycle July 1 to June 30 – Donna Tiner
- Perkins V State Plan – Pages 18 to 22 (changes) – Donna Tiner
- First Year Report (January 2020) MOU Community College and Secondary CTE – Dwight Littlefield
- Memorandum of Understanding between the Maine Department of Education and the Maine Community College System – Dwight Littlefield
- MACTE grant – mid-year report
- 2019 MACTE Directors’ Conclave - United Technology Center, Bangor – July 23, 24, 25
- Maine Career and Technical Education Conference Agenda – October 11, 2019 – Sponsored by MACTE and Maine ACTE
- LD 1947: An Act to Fund Capital Improvements to Career and Technical Education Centers
- LD 2022: An Act to Provide Funding for Capital Improvements and Equipment for Career and Technical Education Centers and Regions
- Early College Career Exploration Pathways – A collaboration of Maine’s Community College System and the University of Maine System -

The next Committee meeting is scheduled for Thursday, February 27, 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 11:58 AM.