



Career and Technical Education Committee
Maine State Board of Education
Minutes of the May 27, 2021 Meeting

The Career and Technical Education (CTE) Committee held a virtual meeting on Thursday, May 27, 2021. The following were present: Committee Chair John Bird; Wendy Ault; and Wilson Hess (Board Members). Dwight Littlefield, CTE Director; Donna Tiner, Perkins Grant Manager (Department of Education); and Mary Becker, Secretary Specialist, State Board of Education.

Guests: Dave Keaton, Director, Region Two School of Applied Technology; Bobby Deetjen, Director of Mid-Coast School of Technology; Peter Hallen, Director, Mid-Maine Technical Center; Julie Kenny, Director, Bath Regional Technical Center; Amy Boles, Director, Hancock County CTE Center; and Joan DeCosta, Perkins Grant Coordinator, Maine Community College System.

I. Call to Order:

John Bird called the meeting to order at 10:01 AM.

II. Committee Chair Overview: *John Bird*

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

III. Acceptance of Minutes:

MOTION by Wendy Ault, seconded by Wilson Hess, and unanimously voted by those present to accept the February 25, 2021 minutes as written, contingent upon requested follow-up information.

MOTION by Wendy Ault, seconded by Wilson Hess, and unanimously voted by those present to accept the April 22, 2021 minutes as written.

IV. Standing Reports/Updates:

A. Financial Reports

- 1) Perkins Fund Balances YTD
 - i. Donna Tiner reported everything on course.
- 2) Briggs Fund Balances YTD
 - i. No changes since the last Committee meeting.

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.

V. Workshop:

Topic: Continued discussion of proposals for use of the Perkins Funds for Secondary Programs for 2021-2022 (i.e., \$364,953) and a portion of the available fund balance from the George Briggs Funds. A memo from Educate Maine related to this topic was distributed to Committee members. The memo is posted below:

Partnership with CTE Committee of Maine State Board of Education

Educate Maine has regularly partnered with the Maine State Board of Education regarding the Maine Teacher of the Year program and career and technical education in Maine. Working with the CTE Committee, Educate Maine was contracted to organize a convening of CTE stakeholders in the summer of 2019 to discuss engaging 9th and 10th graders in CTE offerings, to evaluate recent grants to expand 9th and 10th grade programming, and to survey CTE centers and regions to collect data to inform discussions of the CTE Committee.

Educate Maine would like to engage with the CTE Committee of the Maine State Board of Education in a more formal relationship to provide consistent data and research to help inform discussions about career and technical education in Maine. As a business-led nonprofit who partners with a variety of education associations, business leaders, higher education institutions, and policymakers, Educate Maine is uniquely poised to convene stakeholders to discuss systemic challenges facing students, educators, and CTE centers and regions.

The intention of this document is to share a variety of opportunities that Educate Maine could provide to support the Maine State Board of Education. This work would need to be collaborative with MACTE, the Maine Department of Education, the Maine Community College System, and other key partners in order to be helpful. Below are the key areas of work for initial discussion with committee members. These areas are meant to begin discussion and will be refined with input from members in order to inform a formal proposal. Here are a few questions for the committee to consider as you review the document and provide input:

- Are some of these higher priority projects than others?
- Are there other needs of the committee which should be included?
- Are there particular timelines to keep in mind to make sure everyone can be engaged with this work?

Funding Analysis for Career and Technical Education

Funding has been a central discussion at CTE committee meetings for the last several years given the complexity and variety of funding sources to support CTEs across Maine. In addition, federal funds to support pandemic expenses were distributed differently depending on the CTE administrative model (center or region). At times, there has been discussion about the inequities that exist across Maine on how CTE programs are supported. There are key differences in funding depending on how enrollment numbers are reported and how regions and centers are organized. We have heard about confusion in these areas, so a funding analysis would be helpful for discussion and potential policy recommendations. Educate Maine has significant experience pulling together school funding details as demonstrated from the recent publication of “How is Public Education Funded in Maine” in 2020. This brief was a high-level analysis of school funding. Educate Maine encourages the CTE Committee to consider exploring a brief that would clearly communicate all CTE funding details (including a potential infrastructure investment), examine funding models in other states especially New Hampshire and Vermont, and include feedback from CTE directors and school administrators about how the model is working. This brief would help CTE Committee members both understand the funding details but also be able to make informed decisions about supplemental funding.

Data Collection

Throughout many of the meetings, members ask about particular data points to help inform decision-making. Sometimes this data is available because it has been collected by the Maine Department of Education as part of their regular data collection process. At other times, the data has not been collected because it is specific to a particular initiative or goal of the CTE Committee. Educate Maine could collect particular data points directly from CTE centers and regions when needed. Some of the data points that have come up in the past include the number of 9th and 10th graders participating in CTE experiences (using the same definition), the number of credentials awarded to students at CTEs, the scheduling models used at the CTEs, etc. Through collaboration with the CTE directors, this data collection process could be streamlined to make it easy for the staff to share the data and collect it regularly to look at trends from year to year.

Systemic Challenges

In 2019, there was great interest in addressing systemic challenges that face CTE students, educators, and administrators. These systemic challenges include areas like transportation, funding, credits, scheduling, and space considerations. The pandemic has exacerbated some of these systemic challenges and delayed statewide and/or local solutions to some of these challenges. Now is the time to restart these conversations and map out a comprehensive plan for the remainder of 2021 and for 2022 to collaboratively address the systemic challenges that are mentioned frequently by CTE directors, instructors, and high school staff.

Educate Maine could serve as a neutral collaborator to bring together the various groups (MACTE, MPA, MSMA, others) to focus on these challenges using both virtual and in-person engagement strategies. This work would need to be done in partnership with other organizations in order to make change. Educate Maine is uniquely positioned to help especially given the demands currently on our in-school educators and administrators. The first step would be to identify and understand the challenges by examining the data and input from stakeholders, bring together all of the stakeholders for discussion, and define potential solutions to address these barriers. **This collective work is essential to the long-term success of CTE students.**

Survey:

At the April 22, 2021 CTE Committee meeting, Bobby Deetjen noted that he is developing a survey (to be initially shared with Dave Keaton) that will give a snapshot of the needs of all 27 centers and regions. The survey will show short-term and long-term needs for each center/region and will be presented to the CTE

Committee for review prior to being administered.

Bobby Deetjen reported that the survey had 24 participants. He will share the survey with Committee members and then send to the Commissioner of Education.

MACTE Year-end Report:

Maine Administrators of Career and Technical Education (MACTE) year-end report for the 2019-20 grant was presented by Rob Callahan and Dave Keaton at the February 25, 2021 Committee meeting.

The Committee posed several questions to Rob Callahan about the MACTE Year End Briggs Grant Report. In particular more details are requested about the Director's Summer Conclave and its expenses; an agenda from the National ACTE Conference; a better understanding of the increase in numbers of middle school, 9th and 10th graders being exposed to CTE programs. Rob stated that he will provide an addendum to the report to John Bird with answers to the questions.

A supplemental report was presented and reviewed by the Committee. A copy of the report is in the May 27, 2021 meeting file.

VI. Updates:

Status and discussion of CTE-related legislative initiatives pending in the current legislative session.

- The Committee held discussion on CTE related legislative initiatives. There was not much new to report since the last Committee meeting. Some bills have been carried over to the next legislative session.

Question for CTE reps: what is the latest word on the distribution of ARP/ESSER funds under the Title I formula to the CTE and charter school sectors?

- The Committee held a discussion on ARP/ESSER funds.

Handouts at Meeting (copies in file)

- Agenda
- Draft minutes of the February 25 and the April 22, 2021 committee meetings
- Supplemental Report to the SBE CTE Committee from MACTE
- Educate Maine – Partnership with CTE Committee of Maine State Board of Education proposal

The next Committee meeting is scheduled for Thursday, June 24, 2021 at 10:00 AM, by Zoom again. More details to follow.

MOTION by Wilson Hess, seconded by Wendy Ault, and unanimously voted by those present to adjourn the May 27, 2021, CTE Committee meeting at 11:01 AM.

Respectfully submitted,
Mary Johnson Becker
Secretary Specialist,
Maine State Board of Education