

November 1, 2019

Perkins V - Full Stakeholder Meeting

Augusta

Where we have been... where we are... where we are heading

Strategic plan – moving forward we are looking to meet with other State Agencies, trade associations; and attend meeting Superintendent meetings, Principal meetings and other core stakeholder group meetings.

Goal of Perkins State Plan and CTE State Strategic Plan - Explore, Embrace, Expand CTE Opportunities in Maine.

Initial Thoughts from stakeholder group:

This group should be aware of upcoming State Legislation associated with CTE and show support so many voices are heard. Such as legislation around moving CTE to lower grades and Middle school CTE teacher certification.

Certification of teachers in general will be going back to legislators and the State Board is part of the work around certification of teachers at all levels and all forms of education.

Leading questions for this meeting:

Are the inputs from your work as a stakeholder captured clearly?

Is there anything you expected to see in the plan that is not in the plan?

What additional questions do you have about the plan? Technical, probing,

What additional comments do you have about the plan?

Group Report Outs

Group 1 –

The need for more money for equipment at the secondary CTE schools. Perkins funds doesn't account enough for equipment.

More conversation around the split of funds.

Local needs assessment – more on how it will be done and guidance on how it will be used.

More information on clarifying the middle schools CTE – younger students using the equipment...level of engagement. (role, scope, clarity)

Workforce development Federal partners that define . WIOA constraints spending allowability. – Increase alignment with industry needs – long term economic/workforce development.

Look at Bridge Academy model... could it be used for workforce alignment?

50/50 split – not cutting it... arbitrarily put in place. Expectations at secondary level are the same no matter the size of the school. The secondary schools do not have the ability to fund that raise funds to do our mission. Postsecondary have more revenue streams. Secondary has to rely on tax funds and local funds. Split is not appropriate... this is the time to make the change. If we don't do it now, then we need to live with it for several more years. Some secondary partners feel the split should be 70/30... even though this is not a lot more money per school. Who is losing when schools choose not to participate due to the work required compared to the funds received.

(Noted that the State of Maine receives a small amount in comparison to big states like California, but State level work for Maine is the same as the big states, but we still choose to accept the funds.)

Response for the SBE - There are bigger issues not being addressed. Equity is an issue all over the state. The economics in Maine need to be addressed. Fee structure and reciprocity. Keep in mind that secondary kids are now able to obtain, at little or no cost, postsecondary credit while in high school.

The SBE has placed priority on alignment between secondary and postsecondary CTE. Some years the reserve funds are used to foster this alignment.

Under funding for CTE equipment is the bigger issue, and not Perkins split of funds. There is a bigger need than Perkins funds can address. We should look at bond funds and evolving renovation funds. Perkins can't solve the equipment underfunding. More money would come from these initiatives. We all have to acknowledge that equipment is underfunded. Perkins is not going to be able to solve that. Schools should also look to stakeholders for support.

There will be opportunity for comment on sections of the grant during the public comment period and public hearing process.

Group 2 -

Group asked about how the formula distribution is determined and why the 5-17 age group was used. (Noted that the distribution formula comes from the law and that data used for distribution aligns with other Federal funding sources.)

We need to work at serving more students. If it is a capacity issue, we need to look at ways to address this.

One issue is that we are redefining CTE as CTE is being used to describe things that it is not. Looking to the future and we need to better define what CTE is all about. Middle school CTE doesn't align to what CTE has been defined as in Maine. The full CTE program concept is getting lost. Consider calling the middle school and exploratory/experience type CTE programs -Pre CTE. There are some labor laws that define what types of hands-on activities younger students can be involved in. We need to be clear on what CTE is in Maine.

With local control we may need to move the middle school “cte” back to the middle schools and not have that in secondary CTE schools.

Group 3 –

The postsecondary partners feel they have been involved in the development of the Perkins State Plan.

This group really likes “Explore, Embrace, Expand” and CTE should look to that as a motto.

There needs to be more focus on adult education and what role it plays in CTE - clarity in purpose. Some adult ed serve within CTEs and some are focusing on academics and not CTE.

Remove GED (pg 33) from plan and update language to high school equivalency. Change EL ELL to multi-lingual.

Maine has a robust adult education system, so we need to clarify what adult ed is and what the partnerships can be such as - retraining, foundation skills for secondary.

A possible CTE path for secondary students may be to use Adult Ed to provide the needed academics for graduation which will open up time for students to attend CTE.

We need clarity around what CTE should/should not be offering for adult learners. Is there room to offer CTE for secondary graduates that don't want postsecondary education.

Include more information on Adult Ed and the robust system within DOE. Currently Adult Ed is merely referred to.

CTEs have a huge amount of resources and we should leverage those resources within our communities to make them more valuable. How can we utilize these resources after school hours? Especially in the rural areas... postsecondary education could use the secondary schools to offer courses instead of requiring students to travel to the Realize how we can use them more... getting to the rural areas... use CTE centers to provide postsecondary education. WIOA had to established HUBS... Adult ed had 9 hubs... forced the collaboration within the vain of workforce development... all working on the same thing.

Group 4 –

The plan has captured the stakeholder input clearly.

Is there going to be a future mandate that local schools allow for grades 6-12 participation in CTE?

There needs to be a balance between local control and CTE participation.

It is hard to provide equal access... especially in rural areas.

Verify high school graduation requirements are the latest as it seems that Phys ed, health missing? (pg 25-26)

Why do locals have so much control as to how CTE is aligned to graduation. Following standards like the connection to MCCS articulation. If postsecondary will accept the standards taught at all of their

participating programs within statewide articulation agreements... why do high schools not accept these same standards towards academic standard completion?

Having training for Superintendents and Principals on “what is CTE” and the standards that are taught. (pg 44)

Money is always an issue for local CTEs and it is acknowledged that the split of Perkins funds is different in other states, but secondary schools are willing to fill out the paperwork for the small amount of money. It may be a lot of work, but if there is a chance to get money the work is worth it.

Possibly look to streamline the grant process.

Transportation is an issue in rural.

We must look at the resources and see how we can utilize them more effectively... brick and mortar ... not being used as much as it can be. Are we best utilizing what we have? How can we expand access to these resources? What do we have? We need to acknowledge we are all part of the problem and we need to work together to move Maine forward with educated workers to help Maine’s economy.

We cannot solve everything at once... let’s pick the battles we fight very carefully.

Is it possible for CTEs collaborate to do more of their plans together? (Note – the schools can form consortia, but they need to work under one fiscal agent if they do so and local control comes into play)

Next step is to look at where Perkins fits in the WIOA unified plan.

Seamless transitions within all levels of education.

How do we break down those silos? For example, DOE created an ad-hoc committee to start looking at what other educational pathways make sense to serve students. can be... in the early stages. MCCS math pathways.

Important to involve Principals in the pathway communications ...input on how to break down barriers and making connections.

Keep the conversation going... we need to break down silos... connect to workforce.

Teacher recruitment and certification are huge areas to work on... these are always a barrier

Coordination at multiple levels such as – work within DOL and private sector partners – these are tremendous resources and we may not be coordinating at all the levels we need to be.

Productive in defining where we are, and we need to be. Coordination between secondary and postsecondary is great within individual pockets, but we need to figure out how to work together to expand the work across regions and the state.

Biggest problem ... how do we harness the resources we all have and work together?

Needs of students are complex and expanding. Students need to know someone is invested in them.

What does CTE look like in the middle schools? (Note – this is a state initiative that is in pilot phase.)

Clear cut work to align CTE standards to high school academic standards across the State. As some local districts are supportive in this work and some are not... we need to all work together. Students are not having the options to go to CTE and into the workforce. More information to Superintendents, Principals, and school boards etc. Comes down to politics getting in the way of what is best for kids.

Sometimes you can't tear down the silos, but you can fill them up differently. Expand them with the right resources.

Being from adult education... Adult CTE programs have been growing and getting adult education at the CTE table is a golden opportunity for supporting students.

Page 21 Keeping students at the forefront... that needs be the top priorities... Make it number one!

Pitch the case that there is no one else that can do what CTE does. It is critical to have that awareness known as to how CTE helps the communities and the economic needs of Maine.

Silos piece... Washington county works with a lot of partners and the success starts with personalizing and making relationships in order to find the common ground.

The stakeholders were thanked for their strong advocacy for CTE. CTE is in the best place it has been because we have an employment need.

Workforce and economic development are the roots of CTE... and we must do all we can to keep CTE moving forward. We need partnerships and strategic partners... let's look for the resources. Don't forget to work with private sector partners.

Direction of CTE is great... keep looking outside the silos and the boxes.

We need to get people working together and we need to communicate with the Superintendents and Principals as they control the secondary school budgets. They currently tend to put the emphasis on academic. We need to be willing to fight for CTE. We also need to expand the CTE message and needs to the trade associations. Get more schools to step up to the plate to go for other funding.

Barriers of licensing to work in the trades... CTE can be part of the conversations. CTE needs to be part of the workforce process. Look at donation of equipment. CTE is high on the list. Need to engage the youth.

Opportunities to make a difference.