MAINE CAREER AND TECHNICAL EDUCATION
2019-2020
PRIORITIES

CTE PATHWAYS FROM MIDDLE SCHOOL TO ADULT-

- INTRODUCING CTE AT A YOUNGER LEVEL
  - DEVELOPING MIDDLE SCHOOL PROGRAMS
  - DETERMINING HOW TO BRIDGE THE 9TH AND 10TH GRADE “GAP”
- REINFORCING/CREATING POSTSECONDARY AGREEMENTS AND PROVIDING CREDIT BEARING OPPORTUNITIES FOR STUDENTS
MAINE CAREER AND TECHNICAL EDUCATION
2019-2020
PRIORITIES

- PROMOTING CTE AS A VIABLE PATHWAY FOR ALL STUDENTS BY
  - REACHING STUDENTS SOONER WITH THE MIDDLE SCHOOL PROGRAMS
  - INCREASED COLLABORATION WITH INDUSTRY FOR:
    - MENTORING, INTERNSHIPS AND JOB SHADOWING
    - PROGRAM IMPROVEMENT AND ADVISEMENT
  - INCREASING RELATIONSHIPS WITH GUIDANCE AND ADMINISTRATION
  - PARENT AWARENESS
  - INCREASED ACCESS FOR ALL STUDENTS
• REQUIRING NATIONAL SKILL STANDARDS IN SECONDARY CTE PROGRAMS WHERE APPROPRIATE;
• EMPHASIZING ACADEMIC INTEGRATION IN CTE TECHNICAL SKILL STANDARDS THROUGH LINKING SKILLS STANDARDS TO THE ACADEMIC MAINE LEARNING RESULTS WHEN A NATURAL CROSS-CURRICULA OCCURS;
• CONTINUING DEVELOPMENT OF SEAMLESS PATHWAYS FROM MAINE’S SECONDARY CTE PROGRAMS TO COMMUNITY COLLEGE AND UNIVERSITY PROGRAMS;
• SUPPORTING PROFESSIONAL DEVELOPMENT OF CTE PROFESSIONALS;
• PROMOTING NONTRADITIONAL EDUCATION IN CTE PROGRAMS;
• ENSURING THAT SPECIAL STUDENT POPULATIONS ARE SERVED;
• DEVELOPING MIDDLE SCHOOL CTE EXPLORATORY PROGRAMS;
• PROMOTING MORE CTE OPPORTUNITIES FOR ALL HIGH SCHOOL STUDENTS; AND
• PROMOTING PLACEMENT OPPORTUNITIES WITHIN THE CAREER PATHWAYS TO INCLUDE ADVANCED TRAINING, MILITARY SERVICE, OR A SERVICE PROGRAM SUCH AS THE PEACE CORPS.
MAINE CAREER AND TECHNICAL EDUCATION
2019-2020
STAKEHOLDERS IDENTIFIED NEEDS

• THE DEVELOPMENT OF CLEARLY DEFINED CAREER PATHWAYS WITH MULTIPLE ENTRY AND EXIT POINTS BEGINNING EARLY IN EDUCATION AND CONTINUING INTO THE WORKFORCE;

• CAREER EXPLORATION AND CAREER AWARENESS WITH A FOCUS ON MIDDLE SCHOOL THAT CONTINUES THROUGH POSTSECONDARY;

• RESOURCES TO FUND CTE PROGRAMS, AT ALL LEVELS, AND KEEP EQUIPMENT IN EDUCATION ALIGNED TO CURRENT INDUSTRY STANDARDS;

• INCREASING ACCESS TO CTE FOR ALL STUDENTS BY REDUCING BARRIERS SUCH AS HIGH SCHOOL SCHEDULING AT THE SECONDARY LEVEL AND SPECIAL POPULATION ACCOMMODATIONS;

• COLLABORATION WITH INDUSTRY TO BUILD PARTNERSHIPS THAT SUPPLEMENT ALL EDUCATIONAL LEVELS OF CTE AND WORKFORCE;

• MARKETING CTE AS A CHOICE FOR ALL STUDENTS AND BUILDING PARENT AWARENESS OF CTE AND ITS MULTIPLE ENTRY AND EXIT POINTS THAT INCLUDE BOTH COLLEGE AND THE WORKFORCE; AND

• CTE TEACHER SUPPORT THAT INCLUDES RECRUITMENT, CERTIFICATION, AND PROFESSIONAL DEVELOPMENT.
MAINE CAREER AND TECHNICAL EDUCATION
2019-2020
ASSOCIATED MAINE LEGISLATION

- **P.L.2017, CHAPTER 171** – TO ENABLE EARLIER INTRODUCTION OF CAREER AND TECHNICAL EDUCATION IN MAINE SCHOOLS
- **P.L. 2019, CHAPTER 203** - AN ACT TO MAINTAIN HIGH SCHOOL DIPLOMA STANDARDS BY REPEALING PROFICIENCY-BASED DIPLOMA STANDARDS
- **P.L. 2017, CHAPTER 420** - AN ACT TO AMEND CAREER AND TECHNICAL EDUCATION STATUTES (SATELLITE PROGRAMS AND FUNDING)
- **P.L. 2017, CHAPTER 446** AN ACT TO ESTABLISH THE TOTAL COST OF EDUCATION AND THE STATE AND LOCAL CONTRIBUTIONS TO EDUCATION FOR FISCAL YEAR 2018-19 AND TO PROVIDE THAT EMPLOYEES OF SCHOOL MANAGEMENT AND LEADERSHIP CENTERS ARE ELIGIBLE TO PARTICIPATE IN THE MAINE PUBLIC EMPLOYEES RETIREMENT SYSTEM (PROVIDED TARGETED STATE FUNDS FOR CTE)
- **P.L. 2017, CHAPTER 465** - AN ACT TO AUTHORIZE A GENERAL FUND BOND ISSUE TO BUILD MAINE’S WORKFORCE DEVELOPMENT CAPACITY BY MODERNIZING AND IMPROVING THE FACILITIES AND INFRASTRUCTURE OF MAINE’S PUBLIC UNIVERSITIES AND COMMUNITY COLLEGES
- **P.L. 2017, CHAPTER 466** - AN ACT TO ENSURE THE SUCCESSFUL IMPLEMENTATION OF PROFICIENCY-BASED DIPLOMAS (ALLOWING SECONDARY SCHOOLS THE OPTION OF A PROFICIENCY-BASED DIPLOMA AT THE DISCRETION OF LOCAL AUTHORITY AND REQUIRING MULTIPLE PATHWAYS TO HIGH SCHOOL GRADUATION.)
PERKINS AND CTE IMPACT-INNOVATION

- PERKINS -6 MILL
- STATE SUBSIDY 50 MILL
- FEDERAL LOCAL USE MOSTLY EQUIPMENT, SUPPLIES AND STANDARDS AND ASSESSMENT COSTS
- STATE LEVEL PERKINS- GRANT TO LOCALS FOR ADDRESSING THE 9-10 GRADE “GAP”
- FEEDBACK FROM STAKEHOLDER MEETINGS INDICATED THAT WE NEEDED TO DEVELOP NOT ONLY A PERKINS PLAN FOR THE FEDERAL FUNDING BUT ALSO A STATE STRATEGIC PLAN THAT WAS MORE SPECIFIC TO STATE WIDE NEEDS AND PRIORITIES.

BIG PUSH-INTRO TO CTE AT YOUNGER AGE

- MIDDLE SCHOOL PILOTS
- SUPPORT FOR 9-10 GRADE INITIATIVE
- ROBUST ALIGNMENT SECONDARY TO POSTSECONDARY-CREDITS WITH A PURPOSE

CHALLENGES-EXECUTION OF THE COMPREHENSIVE LOCAL NEEDS ASSESSMENT

- ANTICIPATED CHALLENGE
- WORKING CLOSELY WITH POSTSECONDARY