

Task Force to Study the Creation of a Comprehensive Career and Technical Education System  
Resolve 2023, chapter 92  
November 30 – 10 AM  
Room 228, State House (AFA Committee Room), Augusta, ME

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**Agenda: Meeting #3**

1. Welcome - Chairs, Senator Joe Rafferty and Representative Kelly Murphy;  
  
Commission member introductions
2. Overview of Task Force duties; discussion of reports generally (OPLA staff)
3. **Presentation\*:**  
  
Amanda Peterson, Maine Administrators of Career and Technical Education (MACTE):
  - CTE challenges in Maine; barriers in CTE; how to serve more students
4. Commission discussion  
  
Possible votes on recommendations
  - Final meeting (review of draft report): 10 a.m. Thursday, Dec. 14

\*Debra McIntyre, Maine Curriculum Leaders Association, will be on Zoom if questions arise. Bobby Deetjen, Director of the Mid-Coast School of Technology in Rockland, will be in the room if questions arise.

**OPLA Staff:**

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STATE OF MAINE

IN THE YEAR OF OUR LORD

TWO THOUSAND TWENTY-THREE

S.P. 520 - L.D. 1283

**Resolve, to Reestablish the Task Force to Study the Creation of a  
Comprehensive Career and Technical Education System**

**Emergency preamble.** Whereas, acts and resolves of the Legislature do not become effective until 90 days after adjournment unless enacted as emergencies; and

**Whereas,** the Task Force to Study the Creation of a Comprehensive Career and Technical Education System is reestablished pursuant to this legislation to study the feasibility of establishing a comprehensive 4-year high school career and technical education program to provide a technical high school setting for students; and

**Whereas,** the study must be initiated before the 90-day period expires in order that the study may be completed and a report submitted in time for submission to the next legislative session; and

**Whereas,** in the judgment of the Legislature, these facts create an emergency within the meaning of the Constitution of Maine and require the following legislation as immediately necessary for the preservation of the public peace, health and safety; now, therefore, be it

**Sec. 1. Task force established. Resolved:** That the Task Force to Study the Creation of a Comprehensive Career and Technical Education System, referred to in this resolve as "the task force," is established.

**Sec. 2. Task force membership. Resolved:** That, notwithstanding Joint Rule 353, the task force consists of 20 members as follows:

1. Six members appointed by the President of the Senate as follows:
  - A. Two members of the Senate, including one member from each of the 2 parties holding the largest number of seats in the Legislature, one of whom is a member of the Joint Standing Committee on Education and Cultural Affairs;
  - B. One member who is a current career and technical education high school administrator;
  - C. One member who represents a statewide association of career and technical education administrators;

- D. One member who is a member of a skilled trades union or representative of a skilled trades business or industry; and
- E. One member who is a principal of a secondary school;
- 2. Six members appointed by the Speaker of the House as follows:
  - A. Two members of the House of Representatives, including one member from each of the 2 parties holding the largest number of seats in the Legislature, one of whom is a member of the Joint Standing Committee on Education and Cultural Affairs;
  - B. One member who is a current career and technical education high school administrator;
  - C. One member who is on the State Board of Education;
  - D. One member who is a member of a skilled trades union or representative of a skilled trades business or industry; and
  - E. One member who is a superintendent of a school administrative unit;
- 3. Seven members appointed by the Governor as follows:
  - A. One member who is a Maine Community College System administrator;
  - B. One member who is on a local board of education in a Maine community;
  - C. One member who is an officer of the Maine Education Association;
  - D. Three members who are members of a skilled trades union or representatives of a skilled trades business or industry; and
  - E. One member who is an administrator at the University of Maine System; and
- 4. The Commissioner of Education or the commissioner's designee.

**Sec. 3. Chairs. Resolved:** That the first-named Senate member is the Senate chair and the first-named House of Representatives member is the House chair of the task force.

**Sec. 4. Appointments; convening of task force. Resolved:** That, notwithstanding Joint Rule 353, the appointing authorities shall notify the Executive Director of the Legislative Council once all appointments have been completed. After appointment of all members, the chairs shall call and convene the first meeting of the task force.

**Sec. 5. Duties. Resolved:** That the task force shall:

- 1. Examine the feasibility of establishing a comprehensive 4-year high school career and technical education program to provide a technical high school setting for middle school students to attend at the completion of the 8th grade, including but not limited to the advantages and disadvantages of a comprehensive 4-year high school career and technical education model, obstacles to implementation of a comprehensive 4-year high school career and technical education model and other models for comprehensive 4-year high school career and technical education that exist around the State and on a national level; and
- 2. Examine increasing crosswalks and intersections between technical and occupational knowledge and curricula and academic standards in order to promote multiple pathways for awarding content area credit to students enrolled in career and technical education programs, including but not limited to building on prior and current work among

the Department of Education, superintendents of school administrative units and career and technical education administrators.

**Sec. 6. Staff assistance. Resolved:** That the Legislative Council shall provide necessary staffing services to the task force, except that Legislative Council staff support is not authorized when the Legislature is in regular or special session.

**Sec. 7. Report. Resolved:** That, notwithstanding Joint Rule 353, no later than January 15, 2024, the task force shall submit a report that includes its findings and recommendations, including suggested legislation, for presentation to the Second Regular Session of the 131st Legislature.

**Emergency clause.** In view of the emergency cited in the preamble, this legislation takes effect when approved.



**Suggested Findings & Recommendations for Task Force to Study the Creation of a Comprehensive CTE System**

<b>Findings/Background Information</b>	<b>Suggested by</b>
<p>Given the excellent CTE information we have received, a few things seem very clear:</p> <ol style="list-style-type: none"> <li>1. CTE is a powerful tool for both learning and workforce development which is widely sought out by students statewide</li> <li>2. There are significant capacity limitations preventing students statewide from CTE access and career pathway opportunities</li> <li>3. Maine is challenged with systemic barriers which prohibit growth and student access</li> <li>4. CTE opportunities must be consistent and equitable across the States</li> <li>5. Maine has one of the lowest rates of CTE participation in the United States</li> </ol>	<p>Rob Callahan</p>
<p>What are most significant steps the Task Force can take to build a robust statewide CTE system:</p> <ol style="list-style-type: none"> <li>1. Set a goal of significantly increasing the number of CTE seats available to students across Maine (a goal of 15-20K CTE seats)</li> <li>2. Remove systemic barriers which inhibit growth</li> <li>3. Promote CTE opportunity and access statewide for all students</li> </ol>	<p>Rob Callahan</p>
<p><b>Recommendations: Awarding Core Academic Credit for Work in CTE</b></p>	<p><b>Suggested by</b></p>
<p>I think the more pressing issue is having the State audit each region or technical school to establish what credits need to be awarded for each program that will count toward the graduation requirements of the sending school. However, it seems as though LD 470 or 430(??) is accomplishing this goal.</p>	<p>Tom Danylik</p>
<p>Complete the work regarding curriculum crosswalks between courses at traditional high schools and courses taught at the CTE centers in order to have this work included as a part of the cooperative agreements between CTE centers and sending districts so that students at the CTE may receive core credit toward a high school diploma as appropriate.</p>	<p>Grace Leavitt</p>
<p>I'm not sure if this qualifies as a recommendation but I notice we keep going back to the need for better alignment between academic and CTE curricula, and the work of the curricula review leaders working on LD 436. Would it make any sense for our Task Force to endorse the work of that committee as one part of what is probably a multi-part solution for CTE? It may add weight to what they are trying to accomplish and weave the two efforts together.</p>	<p>Rosa Redonnett</p>
<ol style="list-style-type: none"> <li>2. Create a CTE graduation pathway for all Maine students             <ol style="list-style-type: none"> <li>a. Pathway would award graduation credit for CTE work which meets academic standards</li> <li>b. Could be completed as part of a partnership between home high school and CTE Center/Region.</li> </ol> </li> </ol>	<p>Rob Callahan</p>

Recommendations received by staff from members of the CTE Task Force

Recommendations: Comprehensive CTE Program	Suggested by
The State should establish a comprehensive career and technical education program in every regional school district in Maine starting with a pilot program in Region 10.	Ashley B. Richards
The State of Maine should identify a school district that is willing to pilot a comprehensive career and technical education high school	Tom Danylik
If a pilot four-year (9-12) comprehensive technical high school is recommended and established, ensure that funding for the pilot be in addition to the funding needed for all other public schools and not impact them negatively.	Grace Leavitt
Provide a competitive grant for the establishment of a stand alone fully integrated comprehensive high school.	Dwight Littlefield
<p>Maine should move toward the 4 year CTE program.</p> <p>I think we need to be clear of the reasons why we want a 4 year program and the goals of the program. If we start with one school, who should it serve and how? We saw the Mid-coast region proposal. If we proceed there, how can we serve other parts of the state? There are many possible ways to proceed. Possible directions could include:</p> <ol style="list-style-type: none"> <li>1. There are only nine charter schools and there is an opening for one. I am not sure if the CTE fits the requirements but it might be worth exploring and see it may fit .</li> <li>2. The Limestone model. If we consider the Brunswick, Freeport, Topsham location, there may be space to explore on Brunswick Landing and might even consider having residential students so that it can serve the entire state.</li> <li>3. Can we get business partners to participate? They may need employees (auto body professionals, welders, construction)</li> </ol>	James Ford
<p>I am in favor of the proposal, (comprehensive HS presented at CTE mtg on 11/8) however I find the graduation rate concerningly low and I am wondering if we have any information about that and if anything is being done to improve upon that number?</p> <p>I feel like the state could benefit from having more facilities like this available in other areas as it is very hard to get in to. Is there a possibility to have these in areas like Lewiston, Portland &amp; Bangor where they would be more accessible to people of color. Trades are so important right now, it seems like the demand for training is great and the opportunity to get training is limited. I truly believe the gateway to the middle class is the trades and should be promoted as much as college especially to those who would not be a candidate for college.</p> <p>Having said all that, I do realize we are only 4 meetings in, I just feel passionate about this and would like to see it materialize and grow.</p>	Garrett Stewart
I am in favor of the proposal (comprehensive HS presented at CTE mtg on 11/8)	Terri Cooper

Recommendations received by staff from members of the CTE Task Force

<b>Additional &amp; General Recommendations, by topic</b>		<b>Suggested by</b>
<b>CTE Awareness &amp; Promotion</b>	Develop and implement a systematic process to ensure students in all middle schools and their parents/guardians are informed of CTE programs and how best to be prepared to participate in them if they choose to do so.	Grace Leavitt
	5. Launch a Media campaign which promotes CTE opportunity and access to students, families and key partners statewide. The focus of the campaign would be meaningful career opportunity for all students, particularly those students who are historically underrepresented in CTE programming.	Rob Callahan
	Active participation from students that are currently enrolled to assist with preparation for forthcoming graduate ceremony and celebration. Most of our students cannot wait until it is their turn, very empowering! Graduations are huge – make a fuss! Set all these things in place to ensure success.	Krista Okerholm
<b>Coordination &amp; Partnerships</b>	CTE centers may benefit from a coordinator position to help connect CTEs with businesses, particularly small, local businesses, with which to collaborate and/or provide internship opportunities for students.	Grace Leavitt
	4. Promote and incentivize innovative partnerships with university, community college and industry partners across the state <ul style="list-style-type: none"> <li>a. Endorse multi place based learning options</li> <li>b. Standardize dual enrollment agreements statewide as a planning tool</li> <li>c. Incentivize apprenticeships, cooperative learning and job shadows</li> </ul>	Rob Callahan
	6. Locate the current DOE CTE team as a special direct report to the Commissioners of Education and Labor to promote CTE and facilitate effective partnerships.	Rob Callahan
	My recommendations are promotion of all CTE programming – a bootcamp is a wonderful start. Allow industry professionals to come into your space and put on demos and talk about different career paths within the industry – get your kids engaged. Then post signups for bootcamps. This is a win for students as well as the communities we serve, it starts to develop that relationship for success. As the programs progress, offer paid apprenticeships and work ready aspects built into the model. Exploring and implementing a hybrid model, some time spend on site in a “shop”, classroom time (if the numbers are large enough and warrant the instructor coming to the school) and an on line component. Breaking the program up into these three components also gives students that might be struggling more opportunities to reach out for assistance if needed. The final stage of the program is community	Krista Okerholm

Recommendations received by staff from members of the CTE Task Force

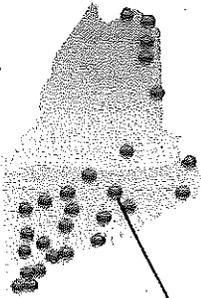
	integration with employers from the outside -- giving those students the opportunity to present those soft skills, set up "stages or brief work opportunities" within a professional shop for a few days and gain constructive criticism as well as the opportunity to hone in on what exactly the employer is looking for, and not have a commitment.	
<b>Funding &amp; Infrastructure</b>	To increase CTE participation, look into establishing a capital improvement budget that is specific to CTE.	Dwight Littlefield
	<ol style="list-style-type: none"> <li>1. To re-build an EPS funding formula which:             <ol style="list-style-type: none"> <li>a. Allows access to building funds to grow programming</li> <li>b. Includes Equipment and Transportation</li> <li>c. Establishes and supports required staffing ratios</li> <li>d. Formally supports 9/10th grade CTE programming</li> <li>e. Accounts for regional differences in costs</li> </ol> </li> </ol>	Rob Callahan
<b>CTE Credentialing</b>	<ol style="list-style-type: none"> <li>3. Build a realistic certification pathway from CTE to classroom for industry professionals             <ol style="list-style-type: none"> <li>a. Recognizes professional experiences</li> <li>b. Incentivizes Industry/CTE partnerships to staff programs</li> <li>c. Removes barriers such as wage differentials, windfall elimination and excessive certification coursework</li> </ol> </li> </ol>	Rob Callahan

# Supporting 27 Hubs of Excellence in Maine

Developing a comprehensive approach to Career and Technical Education (CTE) in Maine requires a close alignment with the overarching vision of the Maine Economic Development Strategy 2020-2029. This strategy places a central focus on talent and innovation, emphasizing collaboration between the education sector and the broader economic landscape to cultivate a strong talent pipeline and drive innovation across the state.

At the core of this approach is a 10-year vision for a diverse and sustainable economy, accompanied by a commitment to enhancing the quality of life and creating ample employment opportunities for all Mainers. Sustainable Data Driven Strategies: Aligned with A (growing talent) and G (hubs of excellence).

## 27 Maine CTE Centers



MEPRI FY23 Study Highlights: Career & Technical Education (CTE)  
 October 18, 2023  
 MEPRI presentation to Comprehensive CTE System task force  
 Amy Johnson, Co-Director Jennifer Chace

### Student Motivations toward CTE:

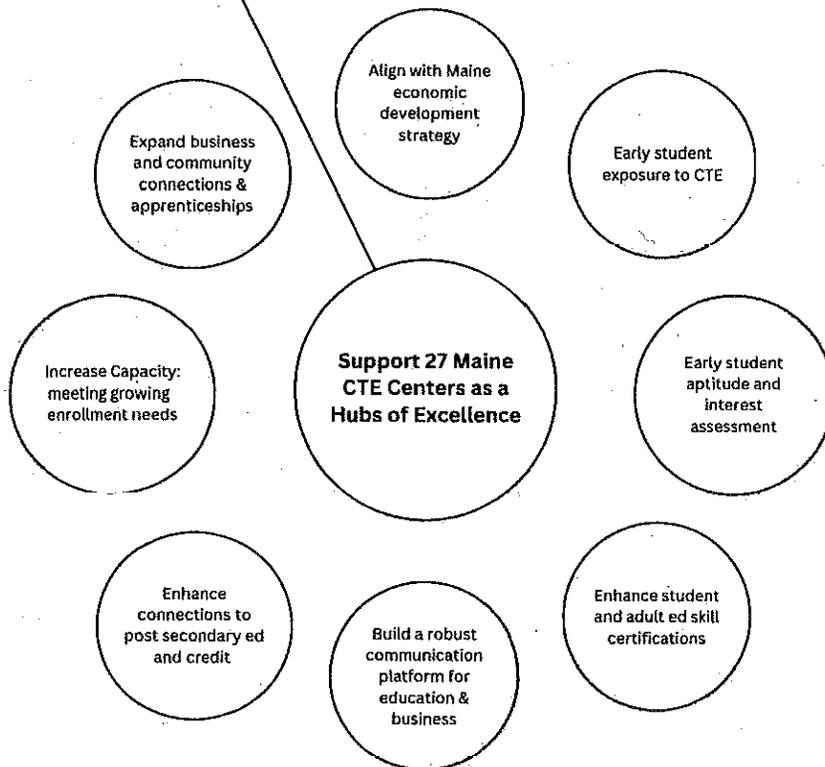
- Hands-on, applied learning (98%)
- Interest in the career area (97%)
- Escape to something different (76%)

### Biggest Barriers to CTE:

- Limited seats in preferred programs (79%)
- CTE schedule conflicts with preferred academic courses (64%)
- transportation
- barriers for students for credit deficiency, scheduling conflicts and inability for credit recovery
- CTE exposure: Pre-Tech programs
- Prospective students skill development



Economic Development Strategy: [Maine.gov](http://Maine.gov)



- A1: Maine's career exploration
- A2: Web portal matching students and employers
- A3: Align curriculums with digital economy skills
- A4: Engage today's workers in continuing education to achieve credentials for career advancement
- A5: Expand the professional preparation of educators at all levels – from those caring for children aged 0-3, as well as Pre-K to high school – in STEM and other digital economy skills.
- C: Promote Innovation
- G: Promote hubs of excellence

This systemic approach aims to integrate CTE programming seamlessly into the broader economic development goals outlined in the Maine Economic Development Strategy, creating a dynamic and responsive education system across Maine that prepares students for success in the workforce.

## Strategic Partnership / Goal Alignment Potential with CTE Centers

Maine Secondary Education: 6-12  
 Maine Career and Technical Education  
 Department of Education  
 Maine EA  
 Maine Adult Education  
 Universities and Colleges  
 State Legislature  
 Department of Economic Development

Maine Community Foundation  
 Volunteer Maine  
 Maine Startups Insider  
 ConnectME  
 Maine Rotary  
 Live and Work in Maine  
 Maine Spark  
 Child Care Business Lab



LD 313



# UTC ENROLLMENT - GROWTH ANALYSIS

- 2012 - 18 Programs
- 2023 - 22 Programs
  - First CTE Exploratory Program (Old Town High School)
- 2025 - 27 Programs
  - CTE Exploratory Programs in 4 of 7 High Schools
  - Addition of EV Technology Program
  - Addition Teacher Education Prep Program

