

DELAWARE STATE BOARD OF EDUCATION

CTE Subcommittee

Meeting Minutes

2nd Floor, Cabinet Room
The Townsend Building
401 Federal Street, Dover, DE 19901
February 13, 2019
5:00p.m.

Members Present: Vince Lofink, Luke Rhine, Betsy Jones, Sherry Kijowski, Elizabeth Lockman, Denise Purnell-Cuff, Justina Sapna, James Ascione, Tony Alleyne, Suzanne L. Burton, Ed Capodanno, Manera Constantine, Jodine Cybulski, Vicki Gehrt, Warren Howell, Kimberly Williams, June Wicks, Bill Potter and Anthony Carmen

Others Present: Jenna Ahner, Lisa Stoner-Torbert, Mike Trego, Maureen Whelan, Lizzie Zubuca, and Dawn McHugh

I. Welcome and Introductions

Mr. Vince Lofink, State Board of Education member, called the meeting to order at 5:05p.m. He provided background on the Committee and an overview of the meeting agenda.

Subcommittee members introduced themselves and their organizational affiliation.

II. Review Subcommittee Charge and Expectations

Ms. Jenna Ahner, Executive Director of the State Board of Education, provided an overview of the State Board of Education's (SBE) role as the eligible state agency under the Perkins V Act. She reviewed the charge and purpose of the subcommittee. The committee will be responsible for providing guidance and technical assistance to the SBE and the Delaware Department of Education (DDOE) staff as required under the Strengthening Career & Technical Education (CTE) for the 21st Century Act (Perkins V). The committee will provide feedback to the SBE and DDOE on the development of a one-year Transition Plan to be submitted in 2019 and the full four-year State Plan to be submitted in 2020.

Ms. Ahner provided information on subcommittee expectations. She outlined the subcommittee's meeting and communication routines.

III. Overview of Federal Transition Plan

Mr. Luke Rhine, Director of Career and Technical Education at the Department of Education, provided an overview of Perkins V. He explained that Perkins V provides roughly \$5 million annually in federal funding to expand opportunities for youth to explore, choose, and follow career pathways to earn credentials of value. Mr. Rhine outlined changes made from the previous law, including new requirements to engage the public and build a communications plan.

Mr. Rhine explained that the one-year Transition Plan will be developed in FY19 and will include select program administration and financial components. He explained that the subcommittee will reconvene in the summer and fall of 2019 to develop the four-year plan which will address all components of the Act,

including plan development and coordination, program administration and implementation, fiscal responsibility, accountability for results, and a budget.

Mr. Rhine recommended that the plan align with the Workforce Innovation and Opportunity Act (WIOA) and the Every Student Succeeds Act (ESSA). Delaware is one of six states that currently aligns our Perkins Plan with our WIOA and ESSA plans.

Subcommittee members asked questions regarding age groups covered through Perkins V, funding consistency and accountability metrics. Mr. Rhine explained that funding covers secondary and postsecondary levels, and may begin as early as 6th grade under Perkins V. He explained that funding is expected to remain at a similar level as the previous law. He explained that the subcommittee will work closely with DDOE and the Department of Labor to ensure plans and accountability metrics are aligned across federal programs such as WIOA and ESSA, where possible. The subcommittee will discuss accountability metrics in the Fall.

IV. Overview of CTE in Delaware

Mr. Rhine explained that the purpose of this work is to prepare youth and adult learners to enter in-demand occupations through a statewide career pathways system to be delivered through charter, comprehensive, and technical school districts at the secondary level and Delaware Technical Community College and Registered Apprenticeship programs at the postsecondary level to promote postsecondary credential attainment and completion of Associate and Bachelor's degree programs for in-demand occupations.

Mr. Rhine invited individuals from vocational, comprehensive, and the community college system to give a brief overview of work currently underway.

Dr. Vicki Gehrt, superintendent of New Castle County Vocational-Technical School District, provided information on demographics of the school district and work currently underway in the district. Dr. Gehrt provided an overview of career programs available, partnerships with higher education institutions, and work placements available. She discussed the opportunities available for students to participate in co-op work placements, earn industry-recognized credentials, and participate in dual enrollment courses.

Ms. Justina Sapna, Vice President for Academic Affairs, Delaware Technical Community College provided information on career preparation programs available at Delaware Tech. Ms. Sapna provided an overview of youth programs, such as spring break camps, summer camps, and grants. She outlined programs and partnerships available at the secondary level, including dual enrollment, career pathways, and workforce development programs. She outlined the types of credential and degree programs available at Delaware Tech, including connections to workforce training programs and baccalaureate programs.

Mr. Mike Trego, Coordinator of Career Technical Education, Appoquinimink School District, provided information on the district vision for all career pathways to lead to high wage, high demand regional occupations. Mr. Trego explained that career pathways in the district provide work-based learning opportunities, industry certifications, and early college credit. He outlined work underway to advance youth apprenticeship, pilot work-based learning, and provide career opportunities for students with disabilities.

V. Discuss Plan Development and Coordination

The subcommittee broke into three groups to discuss and provide feedback on the draft one-year Transition Plan schedule. The groups discussed the following questions:

1. Review stakeholder engagement activities in the draft schedule for the Transition Plan. Should additional stakeholder outreach occur? If yes, provide recommendations (who/when/what).
2. Review public comment activities in the draft schedule for the Transition Plan. Should additional opportunities for public comment via in person or in writing be developed? If yes, provide recommendations (who/when/what).

The group reconvened to summarize feedback provided by each small group.

Mr. Rhine shared that his group suggested gathering input from the business community, students, and additional institutions of higher education. The group recommended sharing information through social media channels and being deliberate about how information is shared through these channels to promote public comments.

Ms. Ahner shared that the group suggested that the subcommittee members share information with others in their organizations and in the field. The group suggested sharing and gathering feedback through the website, op-eds, social media, and the newspaper.

Ms. Lisa Stoner-Torbert, Policy Advisor for Career and Technical Education at the Department of Education, shared that the group suggested greater industry representation and recommended outreach through employer groups and advisory committees. The group discussed the need for student input. The group recommended that public comment be received through a public portal and that the group actively seek public comment.

The subcommittee broke into three groups to discuss and provide feedback on the draft Perkins V State Plan schedule. The groups discussed the following questions:

1. Review stakeholder engagement activities in the draft schedule for the State Plan. Should additional stakeholder outreach occur? If yes, provide recommendations (who/when/what).
2. Review public comment activities in the draft schedule for the State Plan. Should additional opportunities for public comment via in person or in writing be developed? If yes, provide recommendations (who/when/what).

The group reconvened to summarize feedback provided by each small group.

Mr. Rhine shared that the group recommended very specific outreach to career and technical student organizations (CTSOs) to garner student feedback. Recommendations were also made to invite employers to meetings, develop turn-key resources for obtaining feedback, and develop a media plan and outreach plan to actively seek public input.

Ms. Ahner shared that the group recommended aligning Perkins public engagement with engagement required under WIOA. The group recommended student engagement and feedback with targeted questions and talking points. The group also suggested engagement of community organizations, assuring appropriate supports are in place for students with disabilities, and considering alternative methods of public engagement.

Ms. Stoner-Torbert shared that the group recommended working with the Delaware Prosperity Partnership, school counselors, students and youth with disabilities, and teacher groups. The group suggested using conferences and other opportunities to provide information and gather public comment.

VI. Public Comment

No public comments were received.

VII. Next Steps and Adjournment

Mr. Rhine explained that feedback will be incorporated into the draft timeline and planning documents that were distributed during the meeting to the subcommittee. The Committee will review the draft Transition Plan at the next meeting scheduled for March 7, 2019. Feedback will be captured and may be incorporated into the draft plan that will be shared with the State Board of Education on March 21, 2019.

The meeting adjourned at 7:02p.m.