Student & Parents

Key Ideas

- CTE motivates students to attend school, can even motivate students to stay in school
- CTE gives students a voice and helps moving into the "real world" be less intimidating
- "Traditional" learning doesn't work for everyone
- Attention spans are getting shorter, so CTE makes it easier to focus/learn
- Kids can personalize their learning and find something for themselves
- Learning hard skills, but so many soft skills, too (communication, confidence, etc.)

Questions

- Small, rural schools have found ways to create internships, etc., but how do we get more businesses and industry involved to improve the experience?
- How do we keep programs going and keep schools up-to-date and changing; seems like the person running the CTE program makes all the difference
- How do we keep a love of learning alive? Students need to see that passion is more important than money.

Bold Thinking

- We live in an opportunistic time and we are an opportunistic generation; CTE provides us a doorway to walk into the changing world–instead of just sitting in a class, we can touch lives as we learn
- As CTE has grown, hands-on learning has been integrated into core classes so that everything is getting more engaging
- CTE classes have helped students see the connections between even "boring" classes and the real world
- Student panels are the best ways to hear from students–don't just send out a survey
- Our teachers aren't just teaching–they are professionals

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School Faculty

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Key Ideas

- Need for PD and networking opportunities among CTE instructors statewide
- Cross-content exposure
- Educate staff and community stakeholders on CTE and needs
- Share with parents the opportunities post-high school outside of traditional 4-year academic study
- Additional funding regardless of school size

Questions

- How can we provide CTE teachers with effective space and time to adequately teach their trade and the resources to grow that?
- How do we continue to offer advanced programming while leveraging funds for other requirements in education?
- How do we provide transportation for rural and remote students to access camps, intern/externships and lab opportunities for rural schools?

Bold Thinking

- Craft a legislative bill that empowers CTE programs and incentivizes companies to provide funding in addition to state funds to give back to LEA's and CTE programs for (real time) technology, replicas and training for teaching purposes

- LEA's could develop mapping and sequential pathways to show the scaffold of steps and process to earn certifications and credentials within CTE programs statewide

Businesses and National Labs

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Key Ideas

- National CTE Signing Day
- Comprehensive and Streamlined Regional Professional Development for CTE Teachers with Industry Partners. .
- Mobile Labs with Instructors in each CTE Region.
- Industry wants more emphasis on general skills and less technical skills in high school.
- Industry and Trades are needing students with proficient math backgrounds.

Questions

- What are the funding partnerships that are available for new statewide or regional initiatives?
- What do support systems look like regionally?

Bold Thinking

- The Department of Education and the Department of Labor need to align on policies and regulations involving students in pre-apprenticeship programs.
- Common Language needs to be established between Industry and Education for clear communication.
- Externships for CTE teachers.
- Industry changes fast, so constant communication is important.

Higher Education Institutions

Key Ideas

Creative solutions are needed:

- To staff CTE courses

- To schedule CTE courses

- To coordinate across entities – industry, higher ed and districts

Questions

What policy levers can help align local, state, and federal requirements for credentialing in k-12 and higher ed?

We need a systematic way to ensure that educators have access to on-going professional learning so their work with students is relevant

Bold Thinking

IHEs are doing bold thinking. They are solution oriented and they find ways to make it work for students.

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Administration & Boards

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Key Ideas

- **Livable wages** and **contributing citizens/employers** are primary outcomes
- Emphasis on **integrated, cross-curricular academic learning**.
- Need for a **comprehensive system of collaboration**, including community schools and partnerships.
- **Data-driven improvement**: connect data to retention and student voices
- **Partnerships** with industry, employers, and post-secondary institutions are crucial.
- Barrier: Funding staffing/licensing, flexibility, transportation, external partnership issues, program quality inconsistencies.

Questions

- How do we **evaluate effectiveness** beyond enrollment and completers?
- What does true **alignment to high-needs communities** look like?
- How can **funding systems** be overhauled to support long-term innovation and equity?
- What systems are needed to ensure **inter-district equity**, especially for rural areas?
- How do we create **industry-informed, future-ready** curricula and experiences?

Bold Thinking

Establish **multi-year** funding that allows for program growth
Rethink "completers"—view learners as part of a **continuum** rather than a finished product.
Establish **shared alumni databases** to create mentorship pipelines and community capital.
Advocate for **flexible certification/licensure pathways** to meet modern job demands.
View **CTE (Career Technical Education)** not as a silo, but as integral to the education ecosystem

Legislators, LFC, LESC

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- Over $163 million has been allocated to CTE since 2019, with $40 million distributed through general education operating funds to school districts.
- However, there's still a lack of transparency in tracking how much of that funding reaches individual schools.
- Rural districts continue to face significant implementation challenges due to limited staff, funding, and access to industry partners.
- Leadership turnover across districts has disrupted program continuity, although strong leaders—like those recognized during the session—have proven essential in sustaining momentum.
- Partnerships with community colleges have been valuable in aligning educational offerings with workforce needs.
- Inclusive practices and early outreach to middle school students are seen as critical strategies to build long-term engagement.
- Transportation continues to be a significant barrier to student participation in many areas.

- How can we improve transparency and accountability in tracking CTE funding at the school level?
- What systems or supports can be put in place to ensure CTE program continuity during periods of district leadership change?
- How do we guarantee equitable access to CTE opportunities, particularly in rural and underserved communities?
- What strategies can schools adopt to recruit and retain qualified CTE instructors and guidance counselors?

- A regional funding model supported by shared grant writers could help expand CTE access in rural areas.
- There's also strong interest in incentivizing better alignment between CTE programs and local economic needs.
- Participants suggested scalable, hands-on projects—such as student-led agriculture initiatives—as a way to tailor programs to rural settings.
- Expanding early career exploration programs to reach students as early as middle school could dramatically improve engagement.
- A bold but promising idea was to establish a statewide system that ensures every CTE program is paired with a meaningful work-based learning experience.

Government Agencies & Foundations

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Key Ideas

- For rural areas, **REGIONAL approaches** are the way to go (but districts cannot lose funding) with a **HUB** (post-secondary partners may be able to play this role)
- We need to nuance out conversations: just "college" and **skills matter**.
- We can **reimagine and redesign** the high school experience with the new graduation requirements.
- BECCA program supports **apprenticeship and pre-apprenticeship program,** wraparound services, etc. Schools could be using these resources.
- Foundations and partners could support **CTSO**-a small; amount goes a long way.
- Learner voice is also about what students produce, not just what they say.

Questions

- If CTE is a best practice, why are schools not allocating **SEG** to support it?
- How do we better leverage **partnership** to scale emerging best practices and braid funding?
- How can we use **Collective Impact** as a strategy for rural communities?
- How can districts work together to create **CTE synergy**?
- How can we begin in **elementary & middle school**?
- Can our CTE students be offered **Universal Basic Income** during studies?

Bold Thinking

- **Purpose** Matters.
- Collective work to establish r**egional CTE centers**
- **Youth Fund** support CTE and WBL in NNM and bring 17 Foundations together for **pooled funding**. This year they are providing 15 100,000 grants with a **single application**
- Youth Fund will be supporting a **resource hub** in order to help with coordination, skill building, and implementation..Could be a pilot for other rural communities.
- Foundations and business partners could support **differentials** in instructor pay
- We must work together to keep our students and our workforce in our communities.
- We must **braid funding and support** with CBO, state, regional, and local agencies.