



2018 Annual Education Symposium and Luncheon
December 7, 2018
8:00 am – 4:00 pm

BREAKOUT SESSION DESCRIPTIONS by TIME

Key to MaineSpark Tracks

Strong Foundations (SF) – Working with children birth to 6th grade

Future Success (FS) – College and career readiness for middle through college-aged students

Adult Promise (AP) – Working with adults age 25 years and older

New Opportunities (NO) – Attraction and retention of new talent for the Maine workforce

Policy (P) – Policies that support attainment of the 60% by 2025 goal

Session 1: 10:00-10:50am

Rethinking & Redesigning Elementary Education with Flexible Learning Environments (SF)

AOS #94

Our elementary schools are steeped in tradition, and one of those traditions is advancing student grade levels based on a birthday. At Ridge View Community School, part of MSAD #46, we are rethinking how to structure our elementary education by creating environments based on readiness: a mixture of academic, social, emotional, and behavioral needs and strengths. Participants in this session will learn about how our school has seen incredible amounts of catch-up growth and acceleration with all students, regardless of socio-economic status, exceptionality, or identification (Gifted/Talented) as a direct result of this environmental and cultural change. You will leave with a better understanding of learner readiness and tools to implement changes in your own learning environments.

Attendance Matters: Increasing Access, Connections, and Learning (SF)

Count ME In

Addressing chronic absenteeism in elementary school is a key strategy to increasing academic achievement and graduation rates. This interactive session will focus on strategies that effectively increase attendance, create an improved school climate, and strengthen partnerships with families and the community. The session will highlight how Maine urban and rural elementary schools used these strategies to improve student access to school and learning.

How Implicit Bias Impacts College and Career Decision Making for Low-Income and First-Generation Students (FS)

University of Maine – Farmington

Implicit bias refers to the attitudes or stereotypes that affect our understanding, actions, and decisions in an unconscious manner. With case studies and opportunities for discussion, participants will understand how implicit bias impacts their daily work. They will have an

opportunity to analyze their own practice so their efforts can be student centered and free from classism. Participants will recognize and address the myths associated with living in poverty; understand how these myths influence bias and direct practice; and understand how these myths and biases influence students' self-perceptions and college/career decision making.

It Takes a Village: Best Practices for Improving Persistence and Degree Completion for Adult Learners (AP)

University of Maine at Augusta

MaineSpark has a goal to increase the number of Mainer's with a credential of value by 2025. To reach that goal, more adult learners need to enter and persist in higher education. This requires using a holistic approach which meets adults where they are both academically and physiologically. In addition to traditional academic concerns, successful approaches require addressing socio-economic needs, development of self-efficacy, crisis resolution, and increasing comfort and competency with technology. Reflecting on Maslow's Hierarchy of Needs and relevant adult learning theories, we will explore strategies and non-academic supports that increase retention and foster persistence toward degree completion. Session attendees will be given the opportunity to identify resources in their community with whom they can partner and begin to build a toolkit for adult learners.

How Service Attracts Talent (NO)

Maine Commission for Community Service

Over the past two decades, AmeriCorps National Service years have attracted thousands of out-of-state participants. Exit data show that, on average, almost half of these individuals stay in Maine when they have completed their service term, meaning hundreds of typically college educated, civically engaged individuals have been brought to the state, bringing their talents not just to their service site, but to their communities for many years after. This session will introduce participants to National Service structure and funding, present an organizational case study (the Island Institute's Island Fellows program) and help participants learn how to design and support Service Years – whether supported by AmeriCorps or locally funded - as a pathway to attract dynamic, talented individuals to all areas of the state.

High School and College Completion in Maine and New England (P)

Plimpton Research

The New England Secondary Schools Consortium reports on high school and college outcomes for Maine and New England. Which groups of students are completing high school and college at the highest rates? Which students have the greatest potential for improvement? How can these data help us improve educational equity? Is collaboration on common data measures a promising model to help address workforce goals? Participants will learn about current data and recent trends around high school graduation and dropout rates, college enrollment, persistence, and completion in each New England state and the region.

Session 2: 11:00-11:50am

Engaging Students and Communities through Elementary Arts Education (SF)

SeDoMoCha Schools

Arts education is essential to building a strong foundation for the well-rounded education of the whole child. Despite growing research supporting the importance of “purposeful play,” there still exist discrepancies in access to quality arts programming across the state of Maine, especially in early childhood and elementary school settings. But what does quality, research-based, instruction look like in elementary arts classrooms? How can schools utilize the arts to engage families and communities in discussions surrounding learning and growth? This interactive session will showcase developmentally appropriate and interdisciplinary activities utilized within preK-4 visual and performing arts classes, including utilizing “informance” formats as well as work being done in conjunction with the department of education to support and advocate for high-quality arts programming in elementary schools across our state.

Youth Development as Economic Development: Tree Street's Unique Approach (FS)

Tree Street Youth

Tree Street Youth provides Lewiston-Auburn youth with a safe space that encourages healthy physical, social, emotional, and academic development while building unity across lines of difference. This session will share strategies gained from working with at-risk youth and the ways these lessons can be applied to workforce development. We will also explore ways to ensure youth are interested in staying in Maine and how best to connect them into the broader community so they feel welcomed and supported. Participants will expand thinking around youth development and its role in greater economic development, and leave with new thinking about simple strategies to improve Maine's economic development inspired by future leaders of Maine.

Family Futures Downeast: Parent Perspective on Family Success (AP)

Family Futures Downeast

Family Futures Downeast is designed to help low-income parents with barriers to post-secondary settings enroll and succeed in college. A panel of Family Futures Downeast (FFD) participants will share what this two-generation education and workforce development program offers to help the whole family succeed. Parents will share what program supports have helped them become successful in college, at their jobs, and in the community as well as share the impacts of the early learning program their children participate in as part of FFD.

Computer Science Education: Expanding Access Across New England Through Policy Initiatives (P)

New Hampshire DOE, NH Legislature, UNH

Fewer than 30% of Maine schools offer computer science education. Despite 58% of the new STEM jobs being in computing, Maine students still have little access. Momentum is growing in Maine to address this challenge. Participants in this session will hear from a variety of panelists who have led policy efforts to expand computer science education in New Hampshire. This session will have plenty of time for dialogue about how we can apply these policy successes to our work in Maine.

Funding Public Education in Maine (P)

Maine Dept. of Education, Maine State Legislature

Maine provides state funds for education beginning in early childhood and continuing well into adulthood. This investment represents a significant piece of the budget and is often the topic of intense debate. Are we spending enough or too much? Is the money going where it is needed the most? Are we getting the outcomes we want? Are we distributing these funds

efficiently and fairly? With a new governor and legislature Maine people can expect this to be at the top of the state's policy agenda. What do you think the state's leadership should do with public education funding? Experts in education funding and the state budget process will discuss what they see as priorities for funding public education funding in the next biennium.

Lightning Rounds (all three will take place during the session block)

Keys to Project-Based Learning (SF)

Portland Public Schools

In this lightning presentation we will look at a handful of key components to making project-based learning successful for students. Project-based learning provides the opportunity to tackle educational standards in an engaging and meaningful manner.

Putting Positive Youth Development to Work (FS)

Learning Works

This session will explore how the Youth Building Alternatives (YBA) program has cultivated a positive, nurturing environment in which its students, all whom have dropped out of high school, learn and grow into healthy adults. Focus of the discussion will include how YBA fosters students' own belief in their potential for success, how the program uses project-based learning to build students' job and life skills and reinforce community-mindedness, and how YBA encourages students to grow comfortable questioning and exploring their roles as citizens in a larger community.

How YOU Can Develop Community and the Economy (NO)

University of Maine - Orono

As numerous rural communities throughout Maine confront economic, social, and environmental change, it is pertinent for educators and schools to (1) install a strong sense of entrepreneurship in students, (2) strengthen STEM education, and (3) harness a strong sense of place. As three undergraduates at the University of Maine, we will share a fresh perspective on issues of critical importance to us and to Maine. We will translate key findings from academic literature to takeaway points and call attention to new opportunities for educators and community leaders to promote resilient economies and communities throughout Maine.

Session 3: 1:30pm-2:30pm

Creating Trauma-Informed School Cultures by Understanding Adverse Childhood Experiences (SF)

TREE~Transforming Rural Experience in Education

The knowledge of adverse childhood experiences (ACEs) and how such experiences impact behavior and learning is key to creating trauma-informed, resilience-focused schools. Becoming trauma informed is not simply a training but a true mindset shift which requires policy changes on many levels. TREE is committed to ensuring the all people learn more about ACEs and promotes working together to create environments that foster healing and resilience in our schools. This session is the starting point for any teachers, schools, parents, school board members, or community members interested in creating or supporting more trauma-informed school cultures. Participants will learn about ACEs and the corresponding

policy changes most needed in our schools and in our communities in order for students to thrive.

Summer Melt – What Is It and How Can We Prevent It? (FS)

Maine College Access Network, Finance Authority of Maine, MELMAC Education Foundation

Summer Melt is the term used to describe the phenomenon where high school seniors indicate that they will enroll and attend college, yet fail to show up on campus in the fall. Approximately 20% of students “melt away” over the summer, with low-income, first-generation students being most at risk. Often, the reasons students do not show up at their intended college can be solved by having support services in place to help students navigate the transition to college over the summer. FAME, MELMAC Education Foundation, and MaineCAN have partnered for the past two years to discover creative ways schools can support students over the summer and have an impact on reducing the number of students who ‘melt away’ in the summer. This session will offer guidance to those who are working with youth who have graduated high school to help support them toward their indicated post-secondary path.

College Transition Support for Island Students: Lessons Learned from the First Year of MAP (FS)

Island Institute

MAP (Mentoring, Access and Persistence) is a scholarship project of the Island Institute that provides island students with leadership training, monthly webinars, college and scholarship application assistance, and a college peer mentor, in addition to a \$500/year renewable scholarship for post-secondary education. These services are available to eligible island high school juniors, including those interested in pursuing two- and four-year college degrees, vocational, or technical programs at an accredited institution, and to students who are uncertain of their future plans. In this session, we will share our research and development process, our project design and resources, and we will tell stories about the successes and the failures we experienced during the first full year of MAP.

Adult Education: Hiding in Plain Sight (AP)

Maine Adult Education

Learn more about how Maine Adult Education, a statewide, cost-effective and responsive resource, can be leveraged to help meet the state's adult credential attainment goal of 60% by 2025. This session outlines the breadth of services, coursework, and training options provided by adult education to prepare adults to get started on the road to postsecondary education and career success. Participants will learn about resources available to diverse populations of adult learners so that everyone can support working toward the MaineSpark goal. This session is relevant for employers, educators, support agencies, and policymakers.

Examining Best Practices for Equity in Maine Schools (P)

USM Cutler Institute's Youth and Community Engagement Team

In this session with the Youth and Community Engagement Team from USM's Cutler Institute, participants will reflect on strategies to address equity gaps that exist within schools and the community. Participants will work to break down the buzzword of ‘equity’ and define what it means in practice in their own lives, classrooms and communities. Through storytelling and interactive activities, participants will reflect on their own everyday practices that make space for nontraditional leaders to fully participate in education and contribute to long-term equitable results.

Lightning Rounds (all three will take place during the session block)

Building Maine's Future Workforce (FS)

Junior Achievement of Maine

Junior Achievement of Maine (JA) inspires, prepares, and empowers young people to own their economic success through volunteer-delivered, hands-on programs that focus on work readiness, entrepreneurship, and financial literacy skills. Our session will focus on the middle and high school programs we offer to teachers across the state free of charge. All programs use project-based learning to develop each student's connection to the real world skills that are needed to be successful in the workplace. The session will also highlight our unique program delivery method – volunteers from the business community that share their own life and work experience to enhance the relevance of the activities and expose students to the career opportunities Maine has to offer.

The Future of Work: The Platforms, Instruction and Skills our Students Will Need to Thrive in the "Gig Economy" (FS)

Thomas College

With the acceleration towards a 'freelance' economy, this session will discuss what educators will need to consider in how they prepare students for future careers. Participants will learn what is needed for new learning/thinking platforms, developing the 'mindset' of innovation/ entrepreneurship, hard skill development, and the systems that students in middle school through college must master in order to be prepared for future success.

#USMWorksforME (FS)

University of Southern Maine

USM is functionally merging its student career development, employer, and alumni engagement teams in order to cultivate employees of choice and help meet the state's workforce needs. By preparing students for future success, partnering with employers in a responsive way, and tapping into a powerful alumni network of leaders in the state's many employers, USM is working to become known for the way it strengthens the economy and our communities. USM's 52,000+ alumni play a critical role in Maine's economy—over 70% live and work in Maine after graduation and the majority of those in the economic engine of the state. They become leaders at the very top of the state's many employers. Because of the University's key role in the state's economic health, USM must ensure that our students and alumni have the educational and professional foundation, career network, and pathways to thrive.