Maryland

GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

CTE COMMITTEE

Public Meeting | October 25, 2023

Introductions

- Dr. Carey Wright, Interim State Superintendent of Schools

Timeline

CTE Committee Funded
July 1, 2022

CTE Members
Appointed
August 25, 2022

1st CTE
Committee Mtg
October 4, 2022

CTE Initial
Implementation Plan
March 15, 2023

CTE Expert
Review Pilot
Plan SY23-24
September 1, 2023

Developing definitions,
frameworks, ERTs,
Advisory Committees

You Are Here

CTE Second
Implementation Plan Due
June 15, 2024

CTE Metrics
Report
June 1, 2024

CTE Expert
Review Team
Plan
July 1 (annually)

*Blueprint
Becomes Law
Feb. 2021*

*AIB Initial
Comprehensive
Implementation
Plan
December 1, 2022*

*Career
Counseling
MOUs
July/August 2023*

*AIB Updated Implementation Plan
August 1, 2023*

*AIB Approves CTE Initial
Implementation Plan
October 19, 2023*

*LEA Second
Implementation Plans
Due
March 2024*

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CTE Committee

Mission: build an integrated, globally competitive framework for providing CTE to Maryland students in public school, institutions of postsecondary education, and the workforce.

- Develop a statewide framework for CTE
- Develop comprehensive occupational skills standards and credentials of value that drive the CTE system
- Monitor progress and set annual goals to meet the 45% benchmark
- Address operational issues
- Create CTE Expert Review Teams
- Create CTE Skills Standards Advisory Committee

Blueprint for Maryland's Future: Why and Vision for the Career and Technical Education

Presentation to the CTE Committee

October 25, 2023

Accountability & Implementation Board

BLUEPRINT FOR MARYLAND'S FUTURE

Mara Doss, Member
Rachel Hise, Executive Director

Blueprint for Maryland's Future

Lays the foundation from early childhood into postsecondary education and training that is necessary for **every child** — regardless of where they live in the State — to receive a **world-class education** that prepares them for success in **college, career, and life.**

Kirwan Commission

- Performance of students in the United States and in Maryland
  - U.S. performance is in the **middle** of countries on international benchmarks (PISA) despite our wealth and leadership in the world
  - Maryland is in the **middle** of the U.S. in terms of student performance (NAEP) - **and decreasing** - despite our wealth, resources, and education system
- ~50% of new teachers **leave the profession** within first 5 years
- ~40% of students **enter kindergarten** ready to learn
- ~30% of 3rd graders reading **on grade level**
- ~33% of students leave high school "**college and career ready**" in English/math
- ~70% of students enter community college r**equiring remediation** in English/ math
- ~66% of jobs in Maryland require postsecondary education/training
- ~9% of CTE completers earn an industry recognized credential

Commission Findings

The Commission found strong schools around the State,
but they aren't systemic and they don't serve all students well.

The data was concerning before the pandemic and is proving to be even worse after.

Artificial Intelligence will likely accelerate the loss of good paying, low skill jobs.

Status quo is not sustainable.

Educational and economic imperative.

We must act now to transform our schools to prepare our students for their future.

Findings | Career and Technical Education

- Existing CTE programs do not prepare students for the workplace.
- CTE programs do not provide students with an *industry recognized* credential that leads to a good paying job/career path.
- CTE programs are not rigorous enough and do not align with postsecondary certificate programs (path to nowhere).
- In many top systems, the equivalent of community college industry certificate programs are offered to secondary students.
- CTE programs do not engage employers – public, private, nonprofit – sufficiently or reflect *current and future* workforce needs.
- Top performing systems engage students with employers through apprenticeship programs.

Blueprint for Maryland's Future Pillars

Early Childhood Education	High-Quality and Diverse Teachers and Leaders	College and Career Readiness	More Resources for Students to be Successful	Governance and Accountability
Significantly expand publicly-funded full-day pre-K for all 4-year-olds and low-income 3-year-olds through a public-private delivery system	Increase rigor of educator licensure and prep programs	Implement pre-K-12 curriculum for students to be college- and career-ready (CCR) by the end of 10th grade	Provide more support for students and schools who need it most, specifically, additional supports for English learners, low-income, and special education students	Establish the Accountability and Implementation Board to oversee and monitor state and local agencies' progress in implementing Blueprint policies
Increase number of high-quality early childhood education providers and educators	Improve educator compensation and working conditions	Develop an aligned instructional system with resources and supports necessary to keep students on track to be CCR	Provide new Concentration of Poverty grants directly to eligible schools to support community schools and enhance wraparound services	Develop state and local Blueprint implementation plans
Expand supports for young children and their families	Institute new recruitment and professional development efforts to create a more diverse educator workforce	Provide students with resources necessary to achieve reading proficiency by end of grade 3	Coordinate community supports to meet student behavioral health needs and provide technical assistance to school systems	Create expert review teams to visit schools and make recommendations for improving student achievement
Fully fund the Maryland Infants and Toddlers Program	Establish new statewide educator career ladder to continually improve professional practice and student performance	Create a statewide framework for rigorous CTE programs and skills standards		Require school systems to demonstrate that at least 75% of per-student formula funding follows students to their schools
Improve student readiness for kindergarten	Implement more comprehensive in-service educator training and professional development	Establish pathways for CCR and non-CCR students in grades 11 and 12		
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WHAT

Blueprint for Maryland's Future – CTE Committee

Move oversight and management of secondary CTE programs to a new coordinating committee in the Governor's Workforce Development Board to align CTE offerings with workforce needs and employer expectations

Goal that 45% of high school students complete an apprenticeship or earn another industry recognized credential by 2031. CTE Committee develops targets to achieve the statewide goal by 2031.

CTE Committee develops a statewide Framework for Career and Technical Education and, based on the recommendations of the Skills Standard Advisory Board, approves standards and expectations for each CTE program in the State

CTE expert review teams visit LEAs and schools to examine the implementation of CTE programs and identify best practices/recommend changes to improve programs

CTE Committee evaluates new middle and high school career counseling programs to identify best practices.

WHAT

WHEN

Blueprint for Maryland's Future - High Level Timeline

WHEN

FY 23 - 26
- Full-day preK for low-income and high priority 3 and 4 year olds
- Teacher salary increase (10% over 5 years) and Career Ladder Incentives
- Tutoring for Struggling Learners
- New CCR Standard and alignment of curricula and instructional materials
- New Career Counseling program for middle and high school students
- Begin implementing Post CCR and support pathways including more rigorous CTE/apprenticeships
- Increased resources for concentration of poverty schools, English learners, students with disabilities
- Begin phasing in more professional development/collaborative time for teachers

FY 27 -30
- Continue expansion of full-day preK to all 4 year olds and low-income 3 year olds (mixed delivery)
- $60,000 minimum teacher salary
- Continue phase in of teacher collaborative time/professional learning and student supports
- Full phase in of resources for concentration of poverty schools, ELs, students with disabilities

FY 33
- All formulas fully funded (Foundation/collaborative time)

The secret of change is to focus all of your energy, not on fighting the old, but on building the new.

Socrates

Staying Connected with the AIB

Check out our website: aib.maryland.gov

Join the AIB email List: https://bit.ly/AIB_Listserve

Email us at aib@maryland.gov

Follow us on social media

Twitter: @MDBlueprintAIB

LinkedIn: linkedin.com/company/m
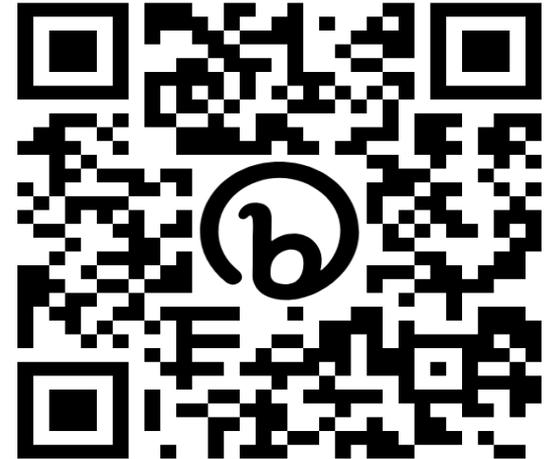
Strategic Facilitator -
Key Supports to the CTE Committee

The Strategic Facilitator will **Assist the CTE Committee** with:

- Developing and implementing a project plan to **create a statewide framework for CTE** including the identification of occupational skill standards for CTE programs

- Defining key terms (e.g., high school apprenticeships and industry-recognized credentials) and **establishing statewide goals that reach 45%** of high school students completing a high school level of a registered apprenticeship or another industry-recognized occupational credential

- Developing and implementing a project plan to sequence the CTE Committee's tasks and identify agency responsibilities

Apprenticeship 2030 Commission

- <u>Purpose</u>: examine and make recommendations on actionable solutions to reduce skill shortages in high-demand occupations and provide affordable training for career pathways for young people by:
  - (i) expanding registered apprenticeships in industry sectors with skill shortages;
  - (ii) growing the number of registered apprenticeships to at least 60,000 by 2030; and
  - (iii) reaching the 45% Blueprint goal

Career Counseling

- Awarded contracts to Educators Cooperative and Salisbury University's Business Economic and Community Outreach Network (BEACON)

- Career counseling technical assistance and defining desired outcomes and metrics

- 24 career counseling MOUs have been approved and programming is starting to move forward

Perkins

- Enter into an agreement to administer Perkins funding collaboratively pursuant to the CTE Committee's framework to implement the Blueprint's CTE requirements and goals

- Leveraging Perkins in a manner that achieves the goals of the Blueprint for Maryland's Future, where appropriate

- CTE Four-Year State Plan due in May 2024
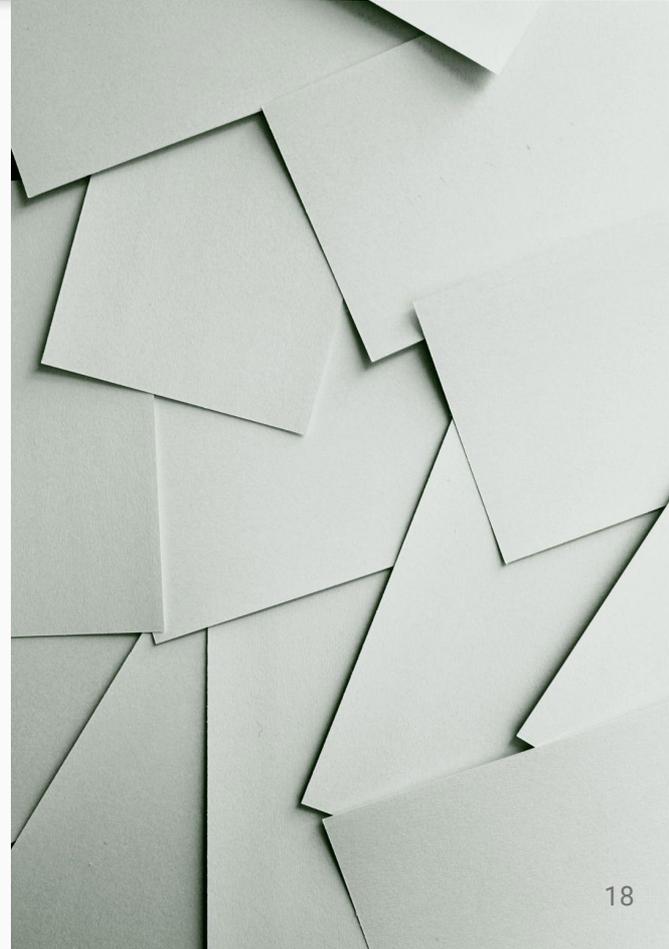
AACPS CTE

Classrooms today
Careers Tomorrow
Skills for a Lifetime

CTE Committee Presentation
October 25, 2023

AACPS

Career & Technical Education by the Numbers

Preparing students for life after graduation
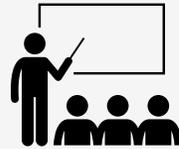
Over 200 different courses

53 College and Career prep programs
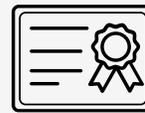
39 different industry credentials

43 programs offer college credit

Long Term Goals for the CTE Office


Straight to Career

Students graduate with an industry credential and enter the workforce highly prepared.

Straight to AACC

Students graduate on a path towards a program at AACC, preparing them for next level careers.

Straight to 4 Year

Students graduate prepared to enter a 4 year college with confidence in knowing what they want to do for a career.
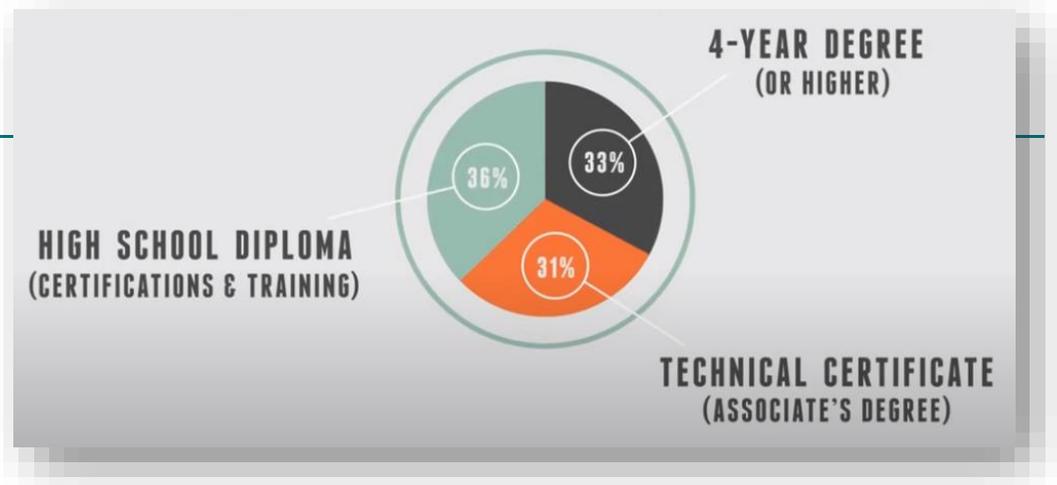
Each of these students may have earned an industry credential, college credit, or both....

FOR FREE!

*Success in the New Economy

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Goals for 23-24 SY

These are the three driving goals within the CTE Office. Each supports the Superintendent's initiatives to help students *Belong*, *Grow*, and *Succeed*

	1 Support Programs & Teachers through Professional Development	**2** Focus on Certifications	**3** Support the growth of CTE through Career Coaching
Data Point	**88%**	**60% and 11%**	**15%**
Detail	Percent of conditional teachers hired in the past three years	1st time pass rate on certification tests Percent of students testing	Percent of students who are either "dual completers" or "Career" completers
Action	Created a New Teacher Academy for 1st year teachers	Focusing on test preparation and administration	Marketing – to ALL stakeholders – leveraging Career Coaches

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CTE in a Nutshell

11th-12th Grade
Career Development

9th-10th Grade
Career Preparation

6th-8th Grade
Career Exploration

Students will
Graduate with a plan

Go straight to career or detour to college

End up with a
High Skill,
High Wage,
In Demand Career
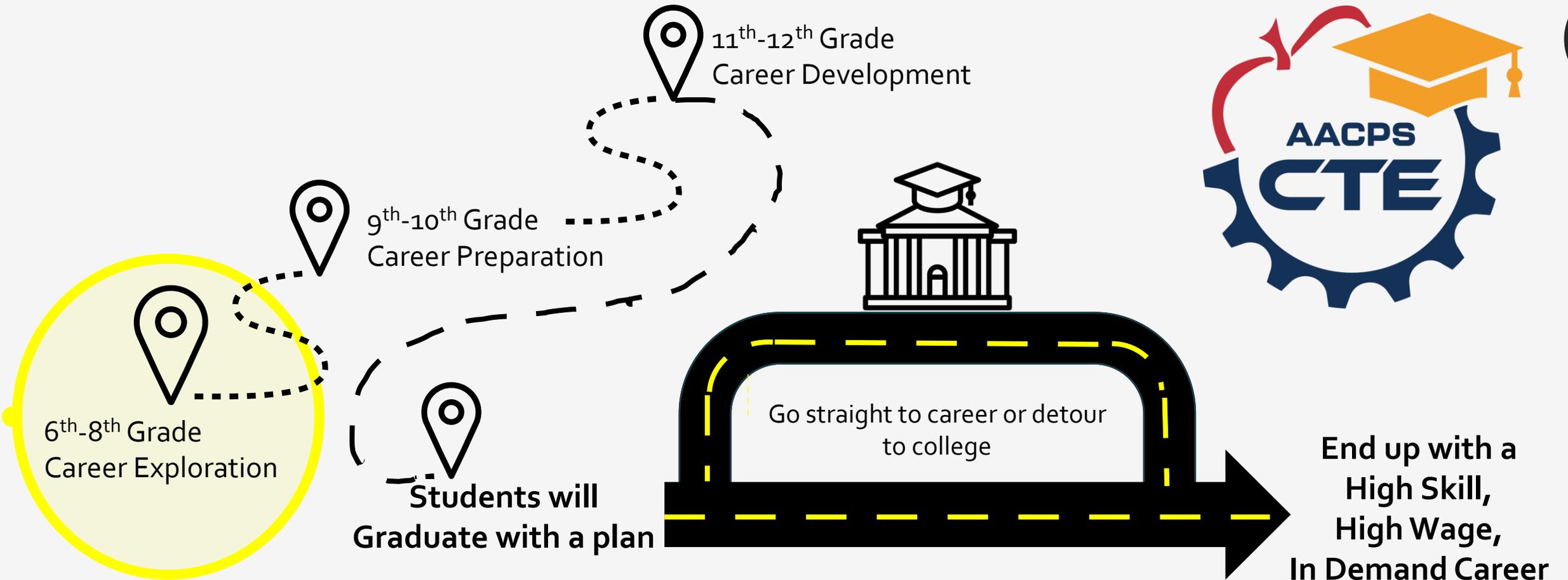
AACPS
CTE

CTE Completers in AACPS

Arts, Media, and Communication
- Graphic Design
- Interactive Media Productions
- Printing Technologies

Business Management and Finance
- Accounting & Finance   Entrepreneurship*
- Business Management   Marketing
- Business Administration Services

Career Research and Development
- Career Transitions   JROTC- Navy
- JROTC- Army   JROTC- Marines
- Apprenticeship Maryland Program

Construction & Development
- Carpentry   HVAC   Electricity
- Masonry   Welding   Plumbing
- Construction Design & Management

Consumer Services, Hospitality and Tourism
- Barbering   Cosmetology
- Culinary Arts   Baking & Pastry
- Food and Beverage Management

Environmental, Agricultural and Natural Resources
- Natural Resources and Conservation
- Curriculum for Agriculture Science Education (CASE)

Health and Biosciences
- Certified Nursing Assistant   Dental Assistant
- Pharmacy Technician   PLTW- Biomedical Science
- Certified Clinical Medical Assistant

Human Resource Services
- Homeland Security Services   Information/Comm Tech
- Criminal Justice/Law Enforcement
- Early Childhood Education (Child Development Associates)

Information Technology
- Computer and information Science
- Drafting and Design Technology
- IT Networking: Cisco - CCNA

Manufacturing, Engineering and Technology
- Manufacturing Technology
- PLTW – Pre-Engineering

Transportation
- Marine Maintenance and Repair   Autobody/Collision Repair Tech
- Medium/Heavy Truck Tech – Diesel   Auto Maintenance & Repair
- Transportation, Logistics and Cargo Security

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Career & Technical Programs

Where are CTE Completers?

Comprehensive HS

Accounting & Finance	Homeland Security– Criminal Justice/Law Enforcement
Biomedical Science (PLTW)	Homeland Security– Homeland Security Sciences
Administrative Services Management	Homeland Security– GIS
Business Management	Interactive Media Production
Career Transitions	JROTC– Army
Computer and Information Sciences	JROTC– Marines
Construction Design and Management	JROTC– Navy
Curriculum for Agricultural Science Education (CASE)	Marketing
Early Childhood Education Child Development Associate (CDA) Preschool	Natural Resources and Conservation
Food and Beverage Management (Prostart)	Pre-Engineering (PTLW)
Graphic Design	Transportation, Logistics and Cargo Security

Signature Aligned Program

Centers of Applied Technology

CAT NORTH

AHP – Allied Health Intern
AHP – Certified Clinical Medical Assistant
AHP – Certified Nursing Assistant
AHP – Dental Assistant
AHP – Pharmacy Technician
Autobody Collision/Refinishing
Automotive Technology
Baking and Pastry
Barbering
Building/Industrial Maintenance
Carpentry
Cosmetology
Culinary Arts

CENTER OF APPLIED TECHNOLOGY SOUTH

Curriculum for Agricultural Science Education (CASE)
Drafting and Design Technology
Electrical
Graphic Design
HVAC
Interactive Media Production
IT Networking Academy (CISCO) – CCNA Security
Manufacturing Technology
Marine Service Technology
Masonry
Medium/Heavy Truck & Equipment Technology
Plumbing
Printing Technologies
Welding

Work Based Learning

Apprenticeship Maryland Program
Internships

Career & Technical Programs

CTE by the Numbers

Top CTE Completers

Program	Completers
Apprenticeship Maryland Program	129
PLTW - Pre Engineering	80
Career Transitions	72
PLTW - Biomedical Science	54
Academy of Health Professions - Medical Assistant	51
Early Childhood	47
Automotive Technology (NATEF)	43
Electricity	39
IT Networking Academy (CISCO)	37
Carpentry	27
Cosmetology	27
Welding	27
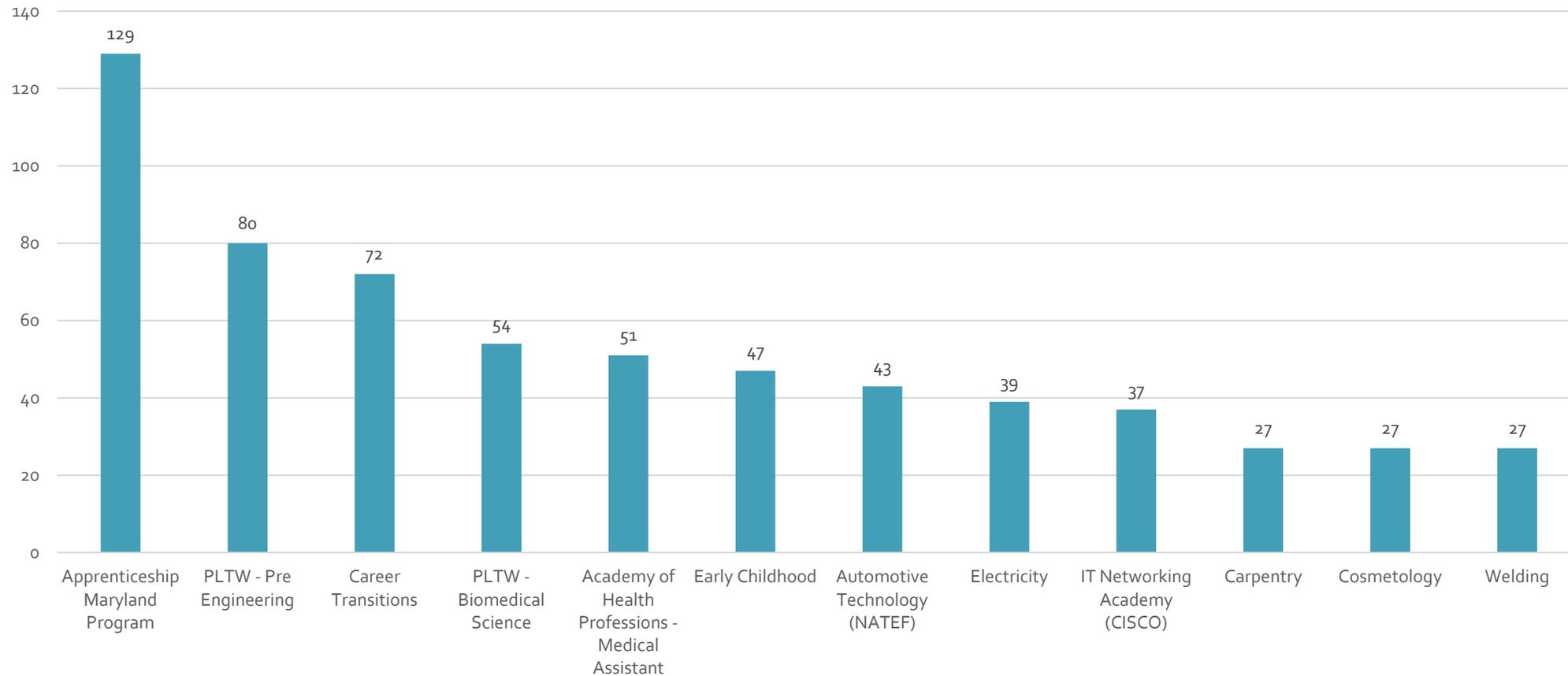
Career & Technical Programs

CTE by the Numbers

Number of Students Earning Certification

Certification	Number of Students
90 Hour Certificate - Early Childhood	166
ASE (at least one test)	86
ServSafe Manager	69
Certified Clinical Medical Assistant	65
ACF Certified Fundamentals Cook	30
Certified Nursing Assistant/GNA	30
Cosmetologist State License	28
Microsoft Office	23
Photoshop	18
AWS Welding Certification	18

AACPS CTE
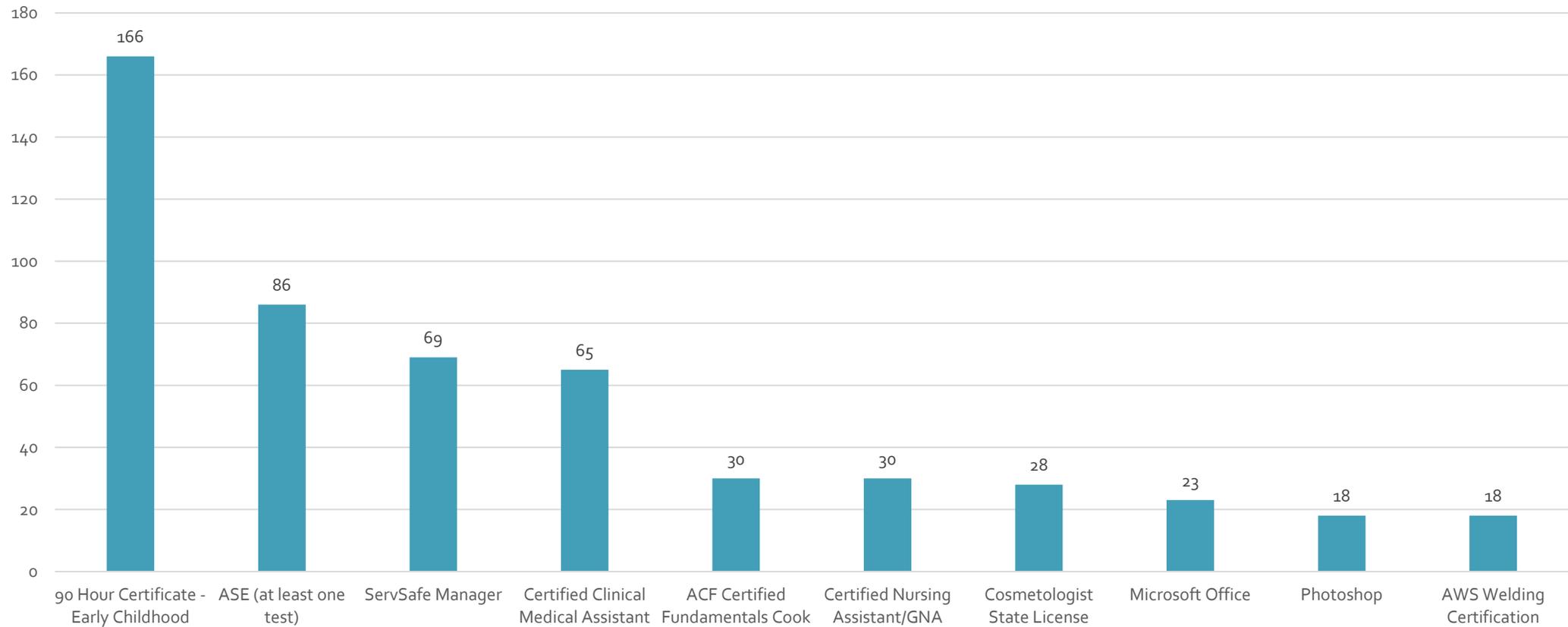
CTE Highlights

- Projected to have over 200 students complete a registered Apprenticeship by the end of this school year.

- National PLTW Outstanding Teacher

- National ACTE New Teacher Finalist

- Co-curriculars are growing exponentially

  – SkillsUSA nationally recognized Program of Excellence – Baking and Pastry

  – South River HS FBLA MD Chapter of the Year

Glows & Grows - CTE Programs

Glows

- ❏ Offer a diverse set of programs
- ❏ Strong reputation for graduates
- ❏ Strong business partner relationships
- ❏ Constantly innovating
  - ❏ Aviation Maintenance
  - ❏ Paralegal
  - ❏ Robotics/AI
- ❏ College credit and credentials available

Grows

- ❏ Industry certifications aren't always available
- ❏ Creation in isolation

Glows & Grows - Apprenticeship

Glows

- ❑ Strong Work Based Learning Team
- ❑ Strong existing network of business partners
- ❑ Established culture in AACPS focused on Work Based Learning
- ❑ Actionable plan to meet goals of MD Works Grant – 600 students in apprenticeship by 2024-2025

Grows

- ❑ Apprenticeship is a hard sell to business partners
- ❑ Growth comes through internal work
- ❑ Need partners that can take larger groups of students
  - ❑ Need *Corporation* level support

Glows & Grows - Teacher Talent

Glows

- ❑ Strong results from our internal teacher development programs
- ❑ Talented veteran staff
- ❑ Dedicated, passionate educators on staff

Grows

- ❑ Need alternative means for certification (Apprenticeship)
- ❑ The pool is shallow – need help from Universities
- ❑ Considerable resources needed for teacher development
- ❑ Not enough coordinated collaboration with teachers in similar programs across districts to share best practices

Summary of Thoughts
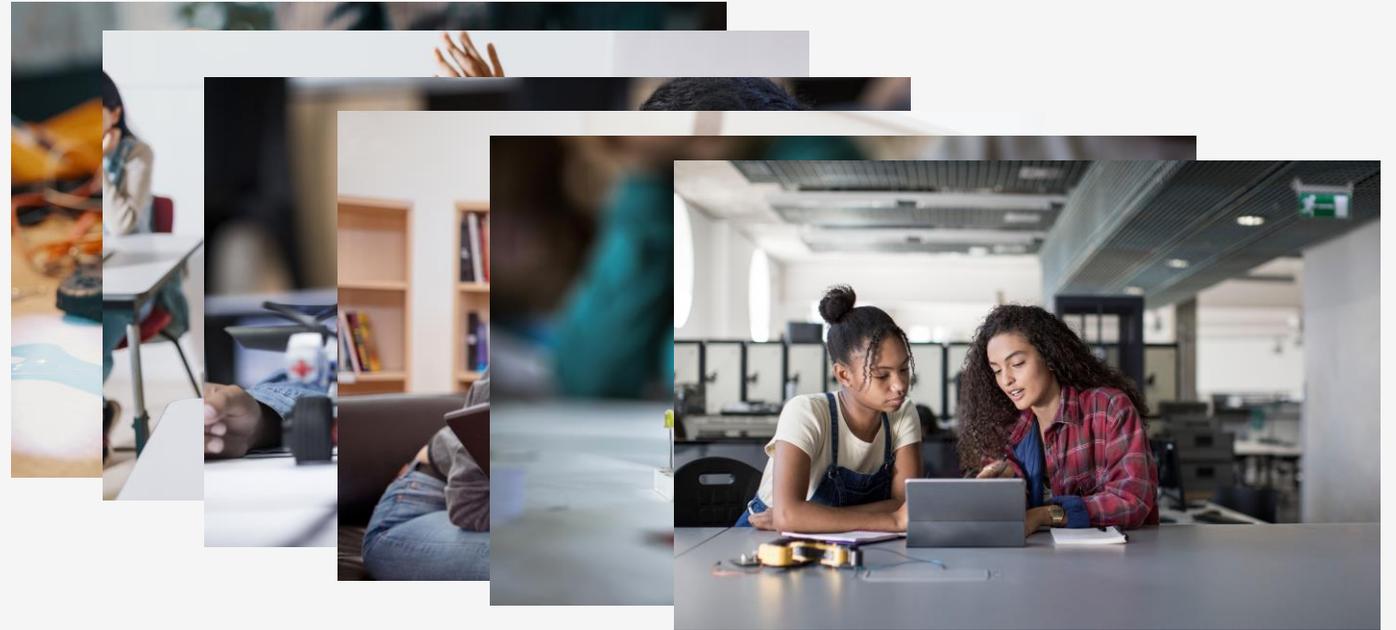
❑ Career and Technical Education should be a goal for all students

❑ We should continue to develop programs that prepare students for college and careers

❑ It will take a united coalition of innovation to meet Blueprint goals

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Questions

To learn more, visit https://www.labor.maryland.gov/employment/appr/apprweek.shtml

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