

## **Working Group 3 – CTE Subgroup**

**Karen Salmon  
Scott Dorsey  
Lynne Gilli  
Kristine Pearl  
Jennifer Bodensiek  
Sharon Markley  
Chris MacLarion  
Senator Jim Rosapepe  
Robert Sheets  
Bob Aydukovic  
Dann Mosser  
Michael DiGiacomo  
Grant Shmelzer  
Jeff Guido  
Michael Thomas  
Duane Arbogast**

**Chester Finn (WG3)\*  
Steve Waugh (WG3)\*  
Anne Kaiser  
(WG3)\*  
Elizabeth Leight  
(WG 3)\***

**\*Members of Working Group 3 are invited and encouraged to participate in the CTE subgroup**

### Element Detail 3g

**Element:** Require all local school systems to provide all high school students with access to a set of **post-CCR programs** that includes: 3) access to CTE programs that lead directly to entry into aligned postsecondary technical degrees as well as industry credentials that lead to rewarding careers. (*see Element 3f for detail on 1 and 2*)

#### Design Assumptions:

1. All high school students should have access to CTE programs that:
  - a. Are in industry areas that align with high-growth, high-wage careers
  - b. Include rigorous academics that prepare participants for post-secondary education and training
  - c. Follow a curriculum designed and approved by industry partners
  - d. Use state-of-the-art equipment and materials
  - e. Require work-based learning as part of the program including apprenticeship opportunities (students can enroll in registered apprenticeship programs after meeting the CCR standard but while still working on their graduation requirements)
    - o Lead to industry-validated, entry-level certifications or licensure
2. All high school and middle school students should have career counseling and opportunities for career exploration before selecting post-CCR program options; these opportunities should include visits to high school and community college CTE programs as well as to job sites
3. CTE programming should be aligned with current State initiatives, including the initiative to strengthen computer science education (\$5 million is appropriated in the fiscal 2019 budget contingent on HB 281, which passed the General Assembly and is awaiting the Governor's signature)
4. State agencies, including MSDE, Department of Labor, Licensing and Regulation (DLLR), Department of Commerce, and Maryland Higher Education Commission (MHEC), in partnership with the Maryland Association of Community Colleges (MACC) and business and industry leadership should jointly identify, develop and coordinate new/revamped high quality CTE pathways that lead to skills that are needed in the Maryland workforce
5. CTE teachers should have recent, relevant work experience in their field

#### Implementation Assumptions:

1. MD will need to set a date by which all local school systems to provide all high school students with access to a range of post-CCR options including CTE.
2. MD will need to make “start-up” funds available for CTE pathways. House Bill 1415 (Chapter 361) establishes CTE Innovation Grants to cover one-time costs, including equipment, to develop and implement high quality CTE pathways. Grant applications must include partnerships of at least one school system, community college, and industry leader to develop a specific CTE pathway. A total of \$2 million is mandated in the budget annually for CTE Innovation Grants.
3. Smaller and rural districts may need to partner to offer a full range of CTE options for students. House Bill 1783 (Chapter 14 of 2018) requires the Interagency Commission on School Construction to report back to this Commission by July 1, 2018, on the feasibility and financing of regional school construction projects such as regional CTE high schools.
4. A strategic planning process should be undertaken that includes an inventory of existing CTE programs that meet the design assumptions described above and their alignment with in-demand industry areas in Maryland, as well as identifying in-demand industry areas for the development of new or revamped CTE pathways.

#### **Other Options:**

1. MD could partner with Pathways or ConnectEd to do review of CTE programs
2. MD could use competitive grants to distribute Perkins funds to districts that want to pilot new CTE programs of study in their schools. Funds could be used for planning, equipment purchases, teacher training, etc.
3. MD could create a State program to address CTE teacher shortages in high-demand industry sectors by offering financial incentives to recruit, support, and retain CTE teachers

### **Element Detail 3h**

**Element:** Create a State-level CTE steering group to ensure that CTE is a key part of the State's education, economic development and workforce strategy.

#### **Design Assumptions:**

1. Permanent State-level CTE steering group with representation from MSDE, DLLR, Commerce, MHEC/higher education institutions, and business and industry
2. The purpose is to coordinate an integrated and articulated education and economic/workforce development CTE system for Maryland
3. This group will ensure that programs are offered in career pathways in high growth industries in Maryland

#### **Implementation Considerations:**

1. This group may also monitor implementation of CTE pathways in high schools and higher education institutions and make recommendations regarding best practices both within and outside the State

*CTE Subgroup*

**Element Detail 3i**

**Element:** Develop a statewide **CTE communications initiative** to rebrand CTE

**Design Assumptions:**

1. Communications strategy should be jointly developed by MSDE, DLLR, Commerce, MHEC, MACC, and industry in partnership with communications experts
2. The purpose is to expand visibility, facilitate public support and rebrand CTE as a rigorous option for students that prepares them for high skill jobs and postsecondary programs
3. The State CTE website should be reviewed and updated to include clear information for students, parents and employers

**Implementation Considerations:**

1. MD would fund upfront cost to develop strategy and review website; the strategy could then be incorporated into ongoing work of the State CTE steering group and participating agencies