
From: Jennifer Bodensiek [REDACTED]
Sent: Friday, August 10, 2018 8:33 AM
To: Fidler, Sara [REDACTED]
Cc: Scott Dorsey [REDACTED]; 'karen.salmon' [REDACTED]
Subject: WG3 Document Comments-CTE Workgroup Section

Good morning Sara-

Please find below my comments regarding the Career and Technical Education Design Elements H, I, J,K,L,M

Sara, should you need clarification on my comments do not hesitate to reach out. Thank you so much for your support of this team. Warm regards, Jennifer

Element 3H: Subcabinet

Design Assumptions 8:

There are numerous workforce advisory groups already in existence at the state and local levels- from MSDE's CTE advisory boards, GWDB state-level advisory boards, local WDB groups, Commerce, county/school system level CTE advisory boards, etc.

I recognize the need for the CTE Subcabinet to engage a diverse group of "on the ground" practitioner, employers, educators, etc. in an advisory capacity. However, the CTE Subcabinet is being tasked with some very lofty goals. It should be considered if this same advisory role can be achieved through the CTE Subcabinet members and their various advisory boards already in place- i.e.: a feedback/validation mechanism to the CTE Subcabinet through the advisory groups already established by its members- MSDE, GWDB, Commerce, etc. This will support not duplicating efforts and may strengthen advisory roles already in place since more structure will come down from the CTE Subcabinet.

I recognize the intent of design assumption 8 was to include local education/administration representation, however, there are many CTE/workforce advisory group all ready in place that feed to those agency making up the Subcabinet.

Recommendation:

1. Consider deleting assumption 8 and the mandate of a CTE Subcabinet advisory board based on the duplication of efforts of various Subcabinet members (i.e.: MSDE, GWDB, etc.)

OR

2. If, desire to consider a suggested advisory board to the CTE Subcabinet consider adding the following language in design assumption 2: The CTE Subcabinet will consider how it will obtain continuous feedback from educators, practitioners and employers on real-time needs through its membership's various advisory bodies and/or establishing a CTE Subcabinet advisory board.

OR

3. If determined to keep design assumption 8 in place, it is necessary to define its specific role to the CTE Subcabinet as to not duplicate advisory bodies already in place with the recommended CTE Subcabinet membership.

Element Detail: 3J:

- If a grant program is going to be administered clarity of who will oversee should be defined. Will the Subcabinet oversee, MSDE, or DLLR?
- Clarity in who will receive such grants- local systems or county, shared? Will this create an environment of competition between counties and their school systems or level of collaboration?
- Concerns remain about the ability of Job Centers to provide required services to youth. However, language has been provided to lessen the need to use such centers if they do not have the infrastructure to support and/or access to support. Just voicing on-going concerns for Job Centers to be the catch all and the unintended consequences regarding what local school systems will fund/be committed to do in this area if push is made to move to Job Centers. There will need to be significant funding to Job Centers to make this shift.
- I would recommend rephrasing the following sentence (next to last sentence prior to design considerations...) *Schools providing direct services to their students will be encouraged to use data from their approved system-wide career assessment tool, such as Naviance, and ASVAB test results.* **Rationale:** Not all school systems use Naviance as their career assessment data collecting tool and many school systems are evaluating its return on investment against use as many LEAs consider budget tightening. While Naviance is a great tool many systems do not utilize fully and not all school systems deploy, some LEAs use other career assessment/data tools to collect such data. Naviance is not a state mandated system and we should be clear what data we are looking for here. ASVAB is a very clear assessment tool.

Design Considerations:

I recommend including organizations like Junior Achievement that are already providing services to thousands of students at the local CTE and school system levels across the State. One of the few with scalability. This work includes connecting employers through school-based career exploration experience, school-based employer presentation, coordinating visits for students and teachers to employer sites for job shadow experiences, and system-wide student career exploration experiences. A baseline of curriculum to support educators, employers and students in such experiences already exists and can be scaled. This curriculum also has assessment components and is nationally and globally recognized. JA also carries insurance for such activities with students, school systems, and employers. JA is currently developing a software application to compliment

career exploration of high-demand jobs in Maryland and help systems connect to their respective career assessment tools, Naviance, etc. I encourage referencing such existing providers that can be built upon and scaled along side of the use of Job Centers and school-based coordinators/counselors for these types of activities.

Examples of past supports-

During the school to work movement in late 90-early 2000 JA, through MSDE, provided all school system school to work coordinators with Job Shadow curriculum that aligned to State needs, collected data on employer and student group matches, helped open connections between school system and employers for such activities, and carried student insurance. Through this state-wide approach 10,000+ students through local school to work coordinators were supported. As State and local funding declined for these system-level coordinator roles in the early 2000s, JA continued to provide these services as requested by local systems. Today we still provide career, workforce, job shadow experiences for thousands across the State at the local system level. The infrastructure exists to build upon, expand and scale these exploration efforts State wide.

Element Detail 3K:

Design Consideration:

- Transportation will be a key component of the element. If we are transporting students to meet dual enrollment with community colleges we will need to do the same for work place apprenticeships if requiring 2 days a week.

Element Detail 3L:

Design Consideration:

- The committee may wish to reconcile how social studies may align to supporting professional skill development, citizenship, character, and life skills. In the non-CTE workgroup section of this document (Elements A—G) social studies is mentioned but is not prioritized at the same level as english, math and science. While I recognize the prioritization of english and math skills, social studies is typically where citizenship and life skill building instruction is housed- specifically for the USM pathway and career and college readiness sequencing that builds at the middle/elementary school levels. High school level CTE courses will focus on work readiness and professional skill building, while social studies will typically support citizenship, etc.

Element Detail 3M:

Design Consideration:

- What are the measurements that a CTE program must meet to deem it effective? Are these defined yet? Will these standards be set and measured by the Subcabinet?
- Transportation again is any area that requires attention in this section

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