
From: Jim Rosapepe [REDACTED]

Sent: Thursday, August 09, 2018 10:15 PM

[REDACTED]

Subject: Comments on WG3 cte Working Document Draft

All --

I think the draft is generally terrific and can help move Maryland into the top ranks of high skill, high wage economies.

I particularly like the enhanced role/funding for the local workforce boards/American job centers since they are the only government agencies in Maryland with the core mission/competencies to drive market-based skills strategy at the community level.

Also, the ccr structure, which has now been made competency rather than butt-in-seat time based, will be a transformative advance.

Below are a few tweaks to the cte text which (I hope!) aren't controversial.

Thanks!

-- Jim

1. Career counseling: I've rewritten this paragraph slightly to clarify the flexibility for local governments

We propose that the state create a grant program that local agencies (school systems, local workforce boards, or other agencies) would apply for, outlining their approach to providing

career counseling to its middle and high school students. This program would encourage local governments to consider how best to deploy funds for this purposes, including for example an additional counselor position at the high school or augmenting a local American Jobs Center to develop the capacity to serve that school's students. Alternatively, the local governments could develop innovative approaches that best meet its students' needs in other ways. Every county would have access to the dollars but would be able to frame the delivery of counseling services as they like. Local agencies providing direct services to their students would also be encouraged to use data from Naviance and ASVAB test results. The grant funds would include enough money for student travel between schools and job centers.

2. Career presentations: I just added apprenticeship sponsors

Design Considerations

Whether delivered via the American Job Centers in Maryland or career counselors in middle and high schools, districts will:

Arrange to have firms, associations, apprenticeship sponsors, and other representatives of the employer community make presentations to students in the schools at appropriate times

3. Cte collaboratives: this is a great idea but no reason to limit it to rural areas. Could save money and accelerate quality in metro areas too. I tweaked the language below to allow that.

Some Comprehensive CTE High Schools will be in single school districts, others will be organized as collaboratives of districts.

4. 45 % cte hs grad goal: the language was confusing and I've tweaked it belowm

The Commission recognizes that the CTE system it proposes will take years to implement fully. It envisions full implementation of the structures it is proposing—with a complete system of occupational standards and credentials in place, a full complement of institutions in place and a full set of course progressions defined and approved courses on offer—in about eight years from the time enabling legislation is passed. Its goal for Maryland, to be achieved two to four years after the whole system is in place, is for 45 percent of the high school graduates to earn CTE-Sub-Cabinet-approved credentials, to be awarded when they are earned along with the high school diploma and the CCR endorsement (in most cases along with college credits for courses taken in high school). Of that 45 percent, the Commission expects more than half to be in Comprehensive CTE High Schools, with that proportion rising.

5. Incentive funding for youth apprenticeship sponsors: I think the language below off point and I'd delete it. Employers already pay for on the job equipment and facilities -- and they shouldn't be providing classroom instruction. They do need financial help with training their apprenticeship supervisors and mitigating the cost of "training on the job and losing apprentice to another employer." This is the free ride problem that Mark highlighted at the last meeting. I suggest the following wording in place of the current language (which is in yellow below.):

The Subcabinet should recommend to the governor and legislature a funding formula, of tax credits, direct subsidies, or a combination, to incentive employers to rapidly scale youth apprenticeship opportunities.

Because the Commission expects the State to pay for these specialized facilities,

instructors and equipment only once, districts will be expected to use a part of their increased formula funding for CTE to subsidize the employers providing these services. The amounts to be transferred to the employers by the districts for this purpose will be determined by the CTE Subcabinet

6. Grant programs: apprenticeship sponsors got left out of list below. I added them back

Element Detail: 3m: Funds from local, state and federal sources will be used to support development and delivery of the course and program progressions approved by the Subcabinet that lead to industry credentials. Funding formulas will need to be modified to provide more money for CTE students to pay for costlier facilities, equipment and – sometimes –required faculty. In addition, special grant programs (currently established in law as CTE Innovation Grants) will need to be expanded to make funds available to teams of schools, community colleges, employers and apprenticeship sponsors, often building on good work already going on, to develop occupational standards, curriculum, and new forms of assessment that will be needed as key parts of the infrastructure of the new system. The aim, as much as possible, is to grow the new system from the bottom up, building on the points of excellence already present in Maryland, guided by the framework provided by the CTE Subcabinet and meeting the standards established by the Skills Standards Board.