

CTE Subgroup Tool for Analysis

Design Assumptions	Implementation Questions to Consider	Notes on DE and MA
<p>Governance by a state-level CTE steering group with membership that includes industry leaders, organized labor, and relevant state agencies and organizations including MSDE, MHEC, MACC, DLLR, and DOC</p>	<p>In the top-performing countries, employers, labor and workforce are the key decision-makers for the CTE system. Is this true now in Maryland or are they advisory? How does this work in the other states you are looking at? How do think it should work in Maryland</p> <p>Are there existing state-level groups composed of the kind of people, –like the Workforce Development Board – who should be driving the state CTE system? If so, how might they be positioned to help drive the drive the CTE system and connect it more closely with the state economic goals, workforce system, key employer and labor groups ?</p> <p>What policy changes are needed to build a system in which the secondary CTE system and the post-secondary system are more tightly articulated? Should Maryland’s Community College Boards be required by law to have a certain proportion of their members come from local representatives of business, labor and the workforce development community? Should CTE programs within those institutions be required to have supervisory committees composed in the same way? Should community colleges we required to work with local or regional high schools to work out articulation agreements for CTE programs?</p>	

Design Assumptions	Implementation Questions to Consider	Notes on DE and MA
	<p>Should CTE programs in community colleges and high schools be financed based on the cost of providing those programs (which is higher than the cost of providing academic courses)?</p>	
<p>Alignment of programs with high demand, high growth industries</p>	<p>Is there already one agreed upon set of priority industries with high-demand, high-skill jobs? (If there are multiple priority lists, can these be reviewed to identify gaps in CTE programming options?)</p> <p>How can the state set up an on-going review process to ensure that CTE programming reflects current industry needs?</p> <p>How can the state monitor student CTE enrollment/completion/transition into aligned training programs and careers?</p>	
<p>Employer engagement with districts/schools providing CTE programs</p>	<p>See above.</p> <p>What is the current structure for engaging employers and unions in advising on CTE curriculum and programming?</p> <p>Where does this work well and why? What are the challenges and what new structures need to be developed? What is the best structure for ensuring effective communication and partnership?</p>	

Design Assumptions	Implementation Questions to Consider	Notes on DE and MA
<p>Rigorous academics in all programs</p>	<p>What assumption does the state and local school districts make now about the mathematics and English literacy levels of students entering their CTE programs? What happens to CTE students who do not meet those standards? Are those standards high enough to support learning the kind of material that is characteristic of high-Pay, high skill occupations not requiring a four-year degree? Is CTE perceived to be the place where the D students go? If it is, what changes would have to be made to meet student needs if the entrance standard for getting into the CTE program were raised to the standard now required by employers?</p> <p>If CTE become a post-CCR option, what English, math and other core content courses will be required as part of all programs?</p> <p>Is college credit an expectation for all CTE programs? Is alignment with a post-secondary training path a requirement?</p>	
<p>Curriculum designed and approved by industry partners</p>	<p>What is the current process for designing CTE curriculum and assessment? How are employers and unions engaged?</p> <p>Where can employers get involved in earlier grades to help build career awareness among students and help them make informed choices when they reach high school?</p>	

Design Assumptions	Implementation Questions to Consider	Notes on DE and MA
<p>Use state-of-the-art equipment and materials</p>	<p>What is the process for ensuring that CTE programs have up-to-date equipment and materials? How often is this reviewed?</p> <p>Is the quality the same across schools? Is there a distinction between what comprehensive high schools can offer and what regional or specialized technical schools can offer?</p> <p>How might community college campuses and/or business workplaces be used as training sites?</p>	
<p>All programs require work-based learning</p>	<p>What is the minimum length and expectations for a meaningful work-based learning experience? Does the state have any standards for work-based learning or could work based learning end up meaning getting coffee for the supervisor and copying documents? Does any industry have such standards, intended to apply to any firm in the industry offering work-based learning experiences (“the employer must offer the opportunity to learn the following skills”)</p> <p>Does the state have any rules governing the wages that can or must be offered to students engages in work-based learning? Can employers offer students engaged in work-based learning wages below the minimum wage? If not, are employers allowed to pay students nothing for work done?</p>	

Design Assumptions	Implementation Questions to Consider	Notes on DE and MA
	<p>Are employers prepared to work have high school students at the workplace? If not, is there any way to simulate the workplace in the school? If there is, are employers prepared to pay for the up-to-date equipment that would be required and to find up-to-date instructors?</p> <p>What are current barriers to expanding work-based slots? (Age requirements, transportation, student readiness, etc.)</p> <p>Are there current programs that can expand to provide more work-based learning opportunities such as, youth apprenticeship?</p> <p>Are there employer associations that could act as intermediaries between individual firms and schools to help identify and coordinate work-based learning regionally or statewide?</p>	
<p>Lead to industry-validated, entry-level certifications or licensure</p>	<p>Are students working towards industry-recognized credentials <i>that have real value</i> in the workplace?</p> <p>If it is not possible to earn industry certification during high school, do programs align with and feed into post-secondary pathways that would result in certification? (This can include apprenticeship.)</p>	

Design Assumptions	Implementation Questions to Consider	Notes on DE and MA