



CTE Committee Meeting

Meeting Minutes

January 30, 2025

2:00 P.M. – 4:00 P.M.

Maryland State Department of Education
Nancy S. Grasmick State Education Building
200 W Baltimore St., Baltimore, MD 21201

MEMBERS PRESENT

Myra Norton, Chair (IP)

Matt Holloway (V)

Charnetia Young (IP)

Secretary Rai (V)

Dr. Carey Wright (IP)

Brian Cavey (IP)

Michael Thomas (IP)

Secretary Anderson (V)

MEMBERS ABSENT

Dr. Donald Boyd

Secretary Portia Wu

CWDB STAFF

Molly Mesnard (IP)

John Strickland (IP)

** IP (in-person) or V (virtual)*

The CTE Committee Public Meeting convened at the Nancy S. Grasmick Education Building on January 30, 2025. Chair Myra Norton called the meeting to order at 2:00 p.m.

WELCOME & ROLL CALL

Chair Norton opened the January 30, 2025, meeting of the CTE Committee by welcoming members and attendees to the Maryland State Department of Education (MSDE). She expressed appreciation to Dr. Carey Wright and the MSDE team for hosting the CTE Committee and for providing a valuable “Lunch and Learn” earlier in the day.

Molly Mesnard, Senior Advisor of the CTE Committee, conducted a roll call of CTE Committee members participating in-person and virtually. The CTE Committee confirmed a quorum with members present both in-person and virtually.

APPROVAL OF MINUTES

Chair Norton asked for approval of the minutes from the November 13, 2024, meeting. A motion to approve was made and seconded without opposition. The CTE Committee approved the minutes unanimously.

INDUSTRY-RECOGNIZED CREDENTIAL (IRC) REVIEW

Chair Norton reminded members of the Committee's previously approved IRC Policy and the multi-step process for evaluating submitted credentials. She explained that the MSDE team categorized submitted IRCs into three groups:

1. Those recommended for approval,
2. Those not recommended for approval, and
3. Those recommended with reservations and requiring further discussion during a 60-day review window.

Richard Kincaid, Director of the Office of College and Career Pathways at MSDE, introduced Tracy Kittle and Pam Clay from MSDE, who provided an overview of the first cycle of the IRC application process. They presented data from 91 total applications received, of which 68 were deemed unique and non-duplicative. Ms. Kittle and Ms. Clay shared trends observed during the review process, noting that 19 applications were recommended for approval based on meeting all seven core criteria outlined in the policy. They also highlighted common challenges found in applications not recommended for approval, such as incomplete artifacts, lack of alignment to industry standards, and over-reliance on vendor-provided endorsements.

The CTE Committee commended the MSDE team for their thoroughness and for proactively working with applicants during the review period. Following the presentation and discussion, the motion was made and seconded to approve MSDE's recommendations, including approvals, non-approvals, and the initiation of the 60-day revision period for those in the "gray area." The CTE Committee voted unanimously to approve MSDE's recommendations.

The CTE Committee then heard from Richard Kincaid requesting Committee authorization for MSDE to make minor administrative changes to IRCs in future cycles, such as updates due to credential name changes or alignment updates that do not alter the core substance of the credential. The CTE Committee discussed ensuring oversight through regular reporting of such changes and emphasized that

substantial changes would still require CTE Committee review. A motion was made and seconded and passed unanimously.

ANNUAL REPORT

Chair Norton presented the 2024 CTE Committee Annual Report, offering a high-level overview of statewide progress.

Chair Norton spoke to the employer demand strategy, which has been developed to strengthen alignment between CTE programming and labor market needs. She shared that this strategy includes several key components: prioritizing employer-validated credentials, increasing access to meaningful work-based learning, and ensuring that local program offerings are responsive to regional economic demand. The strategy is informed by ongoing data analysis and collaboration with workforce partners.

Additionally, Chair Norton provided an overview of the Maryland CTE Framework, developed to establish a clear and unified structure for high-quality CTE programs across the state. The CTE Framework outlines expectations for student learning, instructional design, and workforce relevance. This CTE Framework also serves as a foundation for program development, technical assistance, and accountability. The CTE Framework was submitted to the CTE Committee for review and approval to submit to the Accountability and Implementation Board (AIB).

CTE Committee members also heard an update on the work of the CTE Expert Review Teams (ERTs), which have completed six site visits to Local Education Agencies (LEAs). These visits have helped identify areas of strength and opportunities for growth, providing insights to inform state and local strategies moving forward for the annual report. However, it was noted that more CTE ERT visits will be conducted over the year to better inform a more thorough analysis in the next Annual Report, due December 1, 2025.

Following the presentation, there was a motion and a second to approve the CTE Framework. The CTE Committee unanimously voted to approve the CTE Framework. A separate motion was forwarded and seconded to approve the submission of the 2024 CTE Committee Annual Report. The CTE Committee unanimously approved the Annual Report to be submitted to the AIB and Maryland General Assembly (MGA).

CAREER COACHING

Molly Mesnard, Senior Advisor to the CTE Committee, and Kirkland Murray, representing the Maryland Workforce Association, the association representing the 13 Local Workforce Development Boards (LWDBs), provided an update on the ongoing work to develop a statewide framework and set of metrics for career

counseling (e.g. career coaching). This effort aims to create a consistent, statewide approach to defining and measuring career coaching services, while allowing flexibility for local implementation. The definitions and tentative metrics presented are the product of multiple focus groups and work sessions with local partners, including LWDBs, LEAs, and Community College representatives, along with state partners. The work to develop a uniform set of definitions and metrics is to inform the CTE Committee's evaluation of career coaching programming, due December 1, 2025.

The proposed objectives include three core components: career awareness, career exploration, and career preparation. It is designed to assess student participation and the quality and impact of career coaching experiences. Ms. Mesnard emphasized the importance of capturing both student access and the strength of partnerships with employers. The framework will also differentiate career coaching from general academic advising, ensuring students receive targeted support in identifying and pursuing career pathways. Ms. Mesnard reviewed the definitions drafted for several key terms and then also reviewed proposed metrics measuring implementation and impact of career coaching services.

Mr. Murray discussed the employer expectations regarding students' exposure to the world of work and support in building career readiness. This is being designed with an understanding of varying district capacities, particularly in small or rural LEAs, and will be adaptable to local contexts.

CTE Committee members expressed interest in how these metrics could support more equitable access to high-quality career coaching statewide and asked questions about implementation and evaluation strategies. CTE Committee members also encouraged the development of more long-term measurements to be developed to inform the larger purpose for this programming.

CHAIR REPORT

Chair Norton provided updates on key statewide initiatives to expand access to Registered Apprenticeships and enhance alignment between education and workforce systems. She shared that the Governor's Apprenticeship Pledge, launched in 2024, calls on employers from all industries across Maryland to commit to Registered Apprenticeship as a talent development strategy, with a goal of reaching 500 employers and 5,000 apprentices by the end of 2025. She also highlighted the RAISE Act, recently introduced in the Maryland General Assembly 2025 legislative session, which would establish the Maryland Office of Registered Apprenticeship Development.

Chair Norton also recapped the Maryland Business Summit on Engaging the Future Workforce, held in partnership between the GWDB and Annie E. Casey Foundation

in December 2024. The summit brought together over 150 stakeholders from business, education, policy, and community organizations to explore strategies for preparing and supporting young workers. The event spotlighted youth success stories and featured panels with business leaders who shared actionable strategies to address workforce challenges.

Looking ahead, Chair Norton shared next steps for the Committee, including submission of the Annual Report, development of implementation guidance for the CTE Framework, and collaboration with member agencies and industry experts to advance the employer demand strategy. The CTE Committee will also continue refining the career coaching evaluation and planning for the May/June 2025 Strategic Planning and Implementation Retreat. She reminded members to save the date for the next full CTE Committee meeting on April 10, 2025, in Calvert County.

ADJOURNMENT

Chair Norton thanked all presenters and Committee members for their engagement and contributions. A motion to adjourn was made and seconded. The Committee adjourned the meeting.

Meeting materials can be found [here](#). The recording of the meeting can be found [here](#).