CTE Committee Meeting

April 10, 2025

Meeting Goals

1. Discuss CTE Committee priorities, including:
   - 2025 Legislative Session
   - Perkins Reserve Grant
   - IRCs
   - CTE POS Review

2. Launch career coaching work with JFF

Guide key initiatives and implementation

Updates

Welcome

- Harry Coker, Jr., Secretary, Maryland Department of Commerce (member)
- Edrees Nawabi, Research Data Analyst (staff)

Thank You

- Rob Limpert (member)

Welcome and Thank You!

Motions to Approve

- ✓ April 10, 2025 Agenda

- ✓ January 30, 2025 Meeting Minutes

Leadership

Report

2025 Legislative Session

[HB0504](#)/SB0429: Excellence in Maryland Public Schools Act

- Alters the source of funds for components of the *Blueprint*; delays implementation of collaborative time; preserves funding for community schools; etc.
- Career counseling impacts:
    - Directs county boards of education to fund Local Workforce Development Boards in support of career counseling for middle and high school students until FY28 (instead of FY26)
    - Updates reporting requirements and tasks the AIB with evaluating program effectiveness by January 1, 2027, reviewing:
        i. Whether career counseling services have adequately prepared students for post-CCR pathways
        ii. Whether students have received high-quality career opportunities as a result of the program
        iii. Identify long-term metrics to determine program effectiveness in guiding high school students toward satisfactory career paths after high school

2025 Legislative Session

HB0504/SB0429: Excellence in Maryland Public Schools Act (cont.)

- Whether career counseling has adequately prepared for post-CCR pathways, including:
  - **% of students who completed career readiness assessment**
  - *Student self-reported confidence levels in career readiness*
  - *# of students participating in counseling sessions and completing a 6-year plan*
  - **# of student who participated in career exploration activities**
  - **# of students who identify post-CCR pathway preferences**
  - *% of students applying to postsecondary education, career training, or RA*
- Whether students have received high-quality career opportunities as a result, including:
  - # of students participating in RA, internships, job shadowing, or other WBL
  - Employer satisfaction ratings of student preparedness and performance
  - # of students securing a RA or part-time employment related to interests
  - *# of new employer collaborations annually*

Bold Blue = matches CTE Committee drafted metrics
Italics = partially matches
Regular = new

2025 Legislative Session

HB0504/SB0429: Excellence in Maryland Public Schools Act (cont.)

- Identify long-term metrics to determine effectiveness, including *consideration* of:
  - Employment rate of program graduates within 6-12 months post-graduation
  - % of students employed in their field of interest or related industry within 1 year of graduation
  - Student-reported job satisfaction and career alignment based on follow-up surveys
  - College persistence and completion rates for students who participated in the program
  - Reduction in # of students who are unemployed or not participating in postsecondary compared to pre-program data

2025 Legislative Session

SB0431/HB0501: Registered Apprenticeship Investments for a Stronger Economy (RAISE) Act

- Strengthens and expands Maryland's Registered Apprenticeship model by incorporating recommendations from the Apprenticeship 2030 Commission and adopting innovative, evidence-based practices.
- Supports growth through streamlined processes, expanded occupation ratios, and increased business engagement via targeted programming, staffing and intermediary partnerships.

Carl D. Perkins Act (Perkins V)

- **Purpose:** to increase funding for CTE for secondary and post-secondary institutions to prepare students for the workforce

- Financial engine that enables high quality, innovative career programming in Maryland

- Reserve Funds – Up to 15% of the 85% State Allocation may be distributed in an alternative manner to local applicants – Maryland reserves 5%

- Staff working with MSDE to outline concepts for members to review and discuss reserve grant issuance (approximately $500,000)

Stay Tuned…

Governor's Workforce Development Board
FY25 Organization and Staffing Chart

Governor Wes Moore

Carim Khouzami
Chair
Delali Dzirasa
Vice Chair

Rachael Stephens Parker
Executive Director

Administration
Darla Henson
Executive Administrator

Policy & Strategic Initiatives
Shuana Davis
Deputy Director

Career & Technical Education
TBA
Senior Director

TBA
P/T Contract

Ashley Baldwin
Program Manager

TBA
Mgr, Workforce Innovation

Molly Mesnard
Senior Advisor (P/T contract)

John Strickland
CTE Expert Review Team Manager

TBA
Program Manager

Edrees Nawabi
Research Data Analyst

TBA
Sr. Policy Analyst

Contracted and in-kind capacity-boosting support:
- *Lumina Foundation*
- *Annie E. Casey Foundation*
- *Blueprint Accountability & Implementation Board*
- *EDSI*

Industry-Recognized Credentials (IRCs)

Current Status:

- Total # Approved IRCs (as of January 30, 2025): **229**
- Of those on the "grey list" (recommended with reservations):
    - 9 submitted required documentation to be approved
    - 3 applicants decided not to submit additional materials requested
    - 2 received guidance per refinement of business rules between MSDE and CTE Committee staff and are still under a 60-day review window

Next Steps:

- Business rule refinement and norming (May-June 2025)
- IRC application for new IRCs to be considered (August-October 2025)
- New IRCs to be considered for approval presented to CTE Committee (January 2026)
- Bi-annual review of IRCs on approved list (summer 2026)

Review of CTE Course Standards

- Stacey Beichler, Kennedy Krieger Institute

- Michelle Bell, 1st Choice

- Brian Cavey, Int'l Assoc of Heat and Frost Insulators & Allied Workers

- Jessica Mente, Royal Farms

- Carim Khouzami, BGE

- Marty Schwartz, Vehicles for Change

- Brian Stamper, AstraZeneca

- Chuck Wetherington, BTE Technologies

- Charnetia Young, CVS Health

Thank you!

Reviewers Still Needed for the Following CTE Course Standards

GWDB

- **3D Animation & Game Design**
- **Graphic Communications**
- Video and Audio Production
- HVAC
- Masonry
- Plumbing
- Welding
- Cybersecurity
- Networking Systems
- Computer Programming
- Machine Learning and Data Science
- Early Childhood
- Renewable Energy
- Financial Services and Accounting
- Biomedical Science
- Biotechnology
- Certified Nursing Assistant
- Pharmacy Technician
- Certified Clinical Medical Assistant

- Dental Assistant
- Physical Rehabilitation
- Barbering
- Cosmetology
- **Nail Technician**
- Baking and Pastry Arts
- Culinary Arts
- Hotel and Resort Management
- Emergency Medical Technician
- **Emergency Response**
- Fire Fighter
- **Criminal Justice and Law Enforcement**
- Junior Reserve US Armed Forces
- Autobody/Collision Repair Technician
- Automotive Maintenance
- Medium/Heavy Truck Technician (Diesel)
- **Marine Maintenance Repair**
- Aeronautics, Aviation, Aerospace, and Technology

Sign up at:
bit.ly/4l1oJBQ

Career

Coaching

Jobs for the Future (JFF) Presentation to the CTE Committee of MD GWDB

April 10, 2025

Objectives

- Get to know JFF, our relevant experience, and our role in supporting you

- Surface questions to help inform strategy and next moves

- Develop shared priorities

JFF Core Team: Career Counseling

Charlotte Cahill
Associate VP, Education
Provides strategic guidance

Jerre Maynor
Senior Director
Supports cross-agency collaboration and strategy

Maud Abeel
Director
Oversees key deliverables and serves as main POC for career counseling

Caroline D'Andrea
Senior Manager
Supports project management support + subject-matter expertise

Shana Payne
Director
Leads evaluation and sustainability planning

Leah Grassini-Moehle
Senior Manager
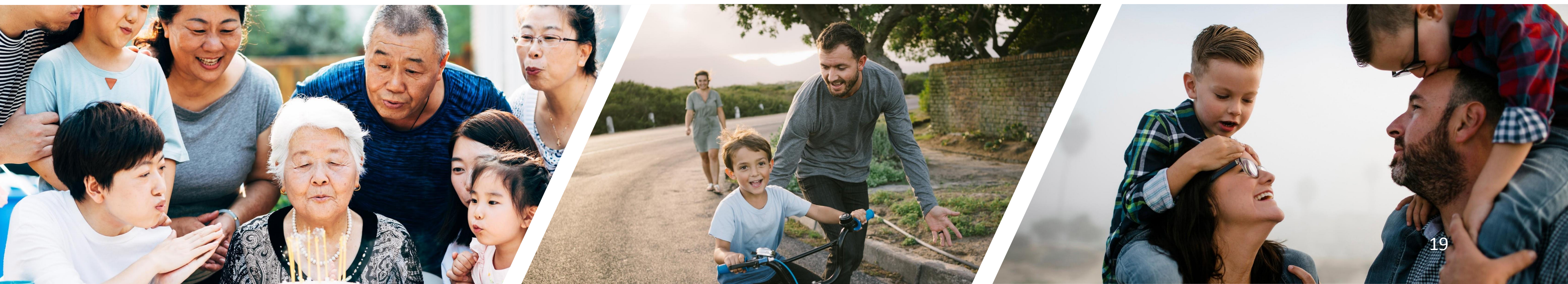Maryland Strategies & Partnerships + subject-matter expertise

Jeana Davis
Director
Maryland Strategies & Partnerships

Our mission

JFF is building a future that works—for everyone.
We transform U.S. education and workforce systems
to drive economic success for people, businesses, and communities.

Our vision & North Star

By 2033,
75 million Americans facing barriers to economic advancement will have quality jobs.

Maryland - JFF Partnership

A Comprehensive Approach

Establish sector partnerships aligned with local and state priorities to ensure sustainability.

Sector Strategies

Guide and advise on the infrastructure supports and enabling factors for cross-sector collaboration.

Partnerships

Expanded Apprenticeships

Engage employers, provide TA, and create a sustainable funding model to reach 500 new apprenticeships in priority sectors.

Career Counseling

Support the vision of the Blueprint through systems alignment, capacity-building, and evaluation for continuous improvement and sustainability

JFF

Career Counseling/Coaching

In support of a statewide system of career counseling aligned to the Blueprint for Maryland's Future:

- Support the GWDB and CTE Committee in achieving the Blueprint mandate through a mission-driven approach;

- Support local implementation through Communities of Practice, professional development, convenings, tool and resource development;

- Support continuous improvement and sustainability of the initiative through intentional collaboration, evaluation, and learning.

Building Career Navigation Systems

JFF's *Pathways to Prosperity* Initiative

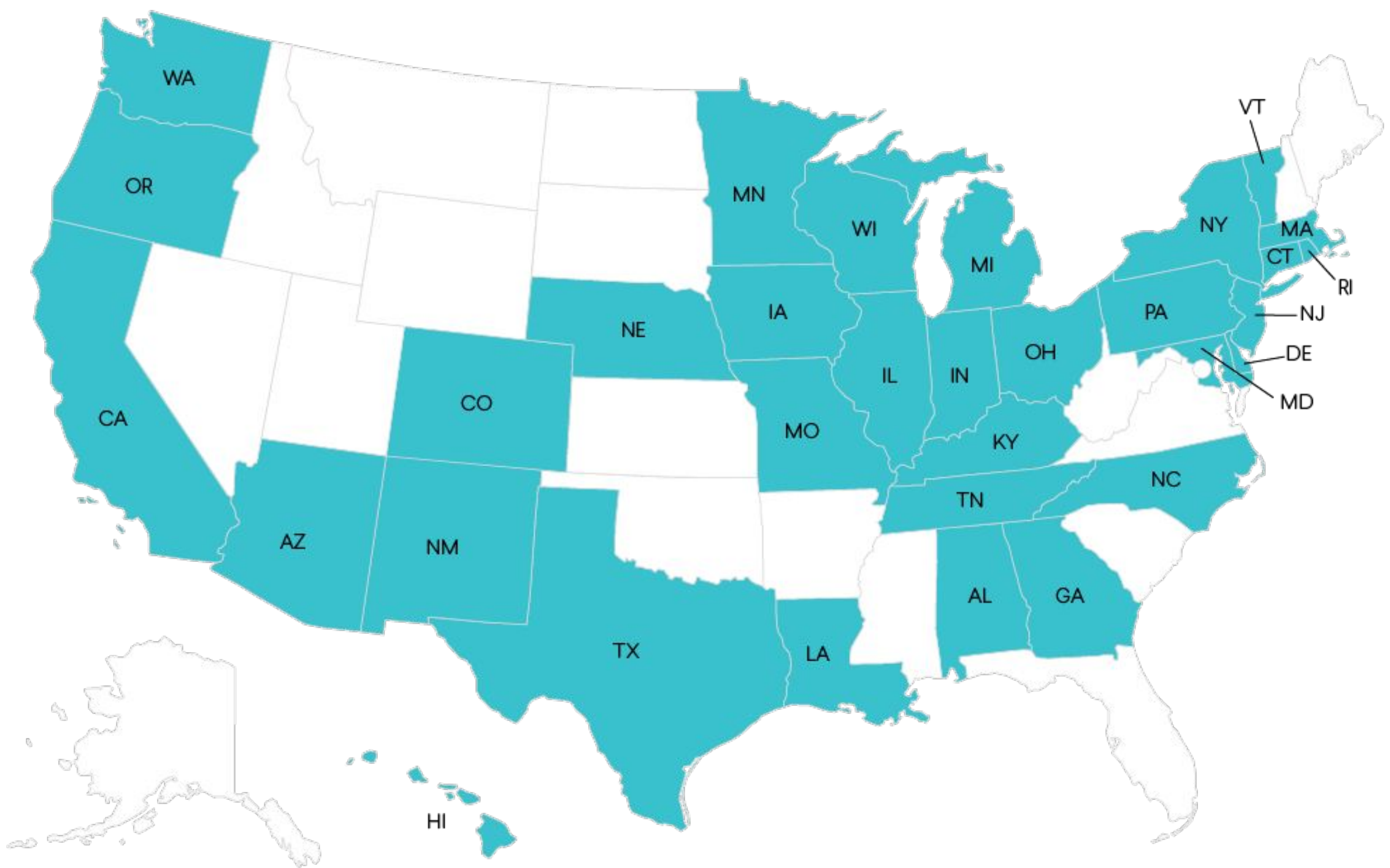Secondary-postsecondary integration

Career navigation systems

Work-based learning
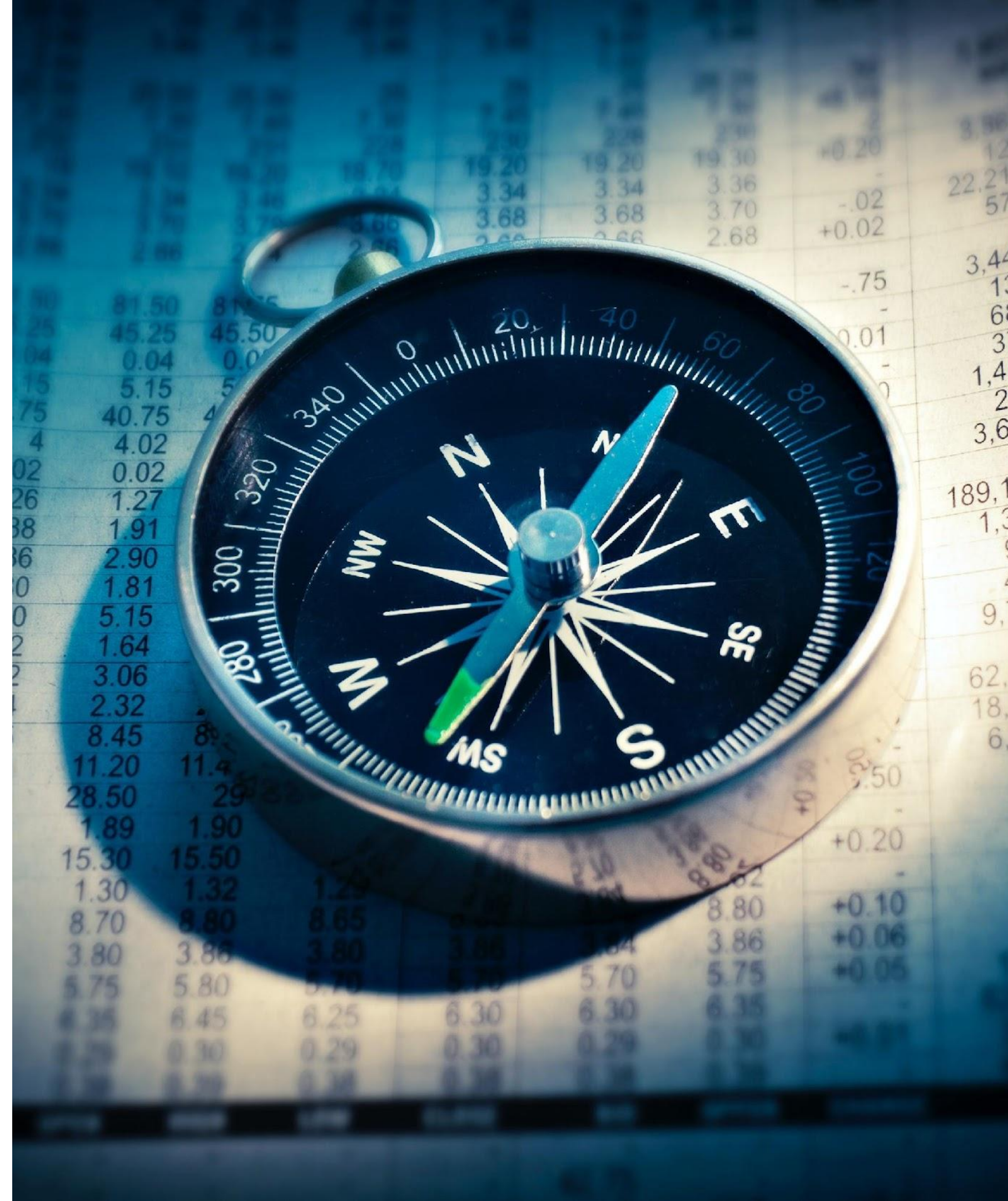
Intermediaries

Leadership and policy

JFF Pathways to Prosperity

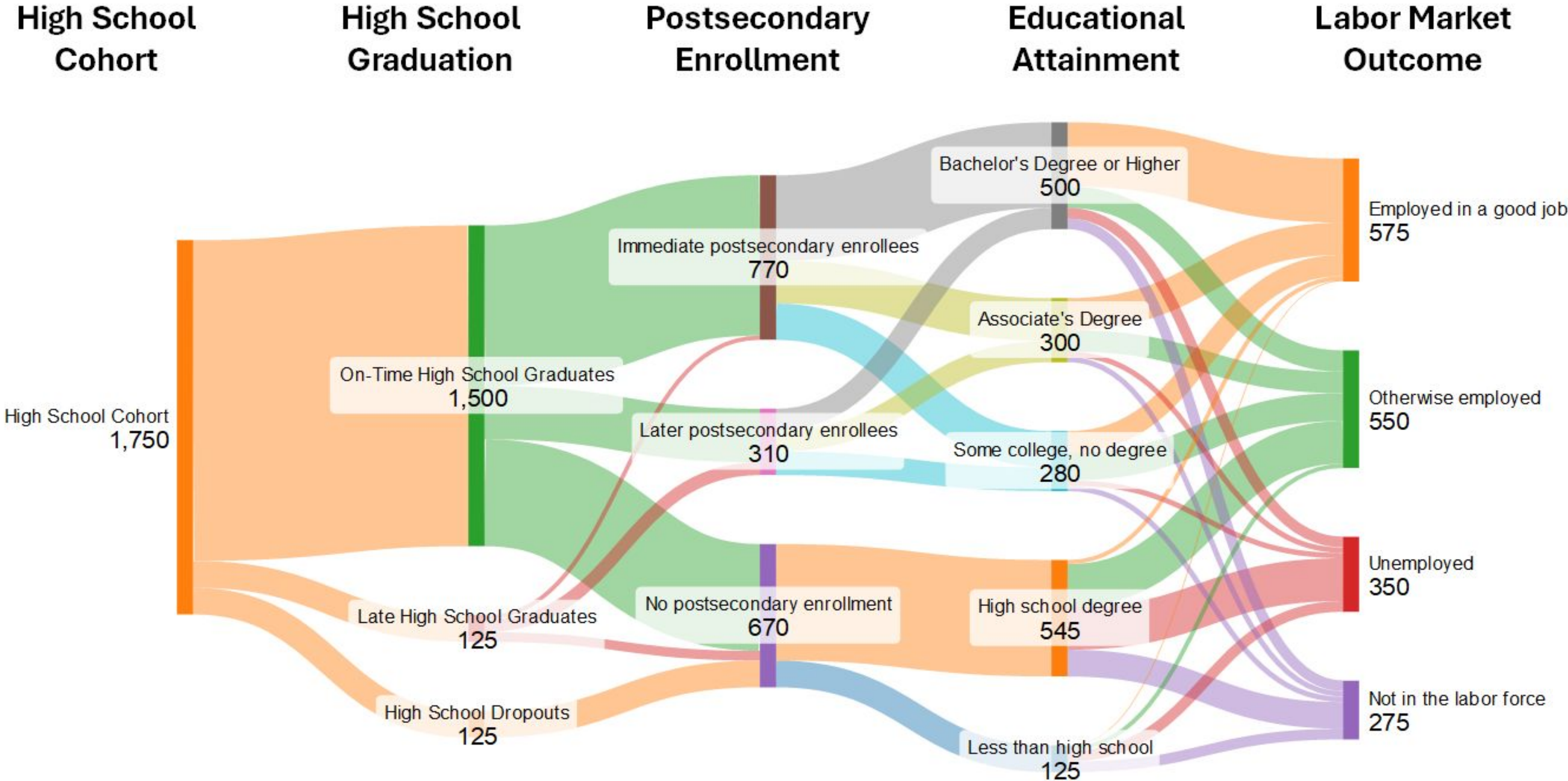# PAUSE AND REFLECT

(+)What was a positive career navigation experience you had?

(-)What was missing from your career navigation experience?

JFF

Hypothetical flow of a high school cohort

JFF

Effective systems require collaboration

Equitable Economic Advancement

- National Partners and Networks
- State/Government Agencies and Associations
- 2- and 4-Year Colleges and Universities
- Workforce and Economic Development
- K-12 Education
- Community-Based Organizations
- Business and Industry
- Intermediary Organizations and Functions
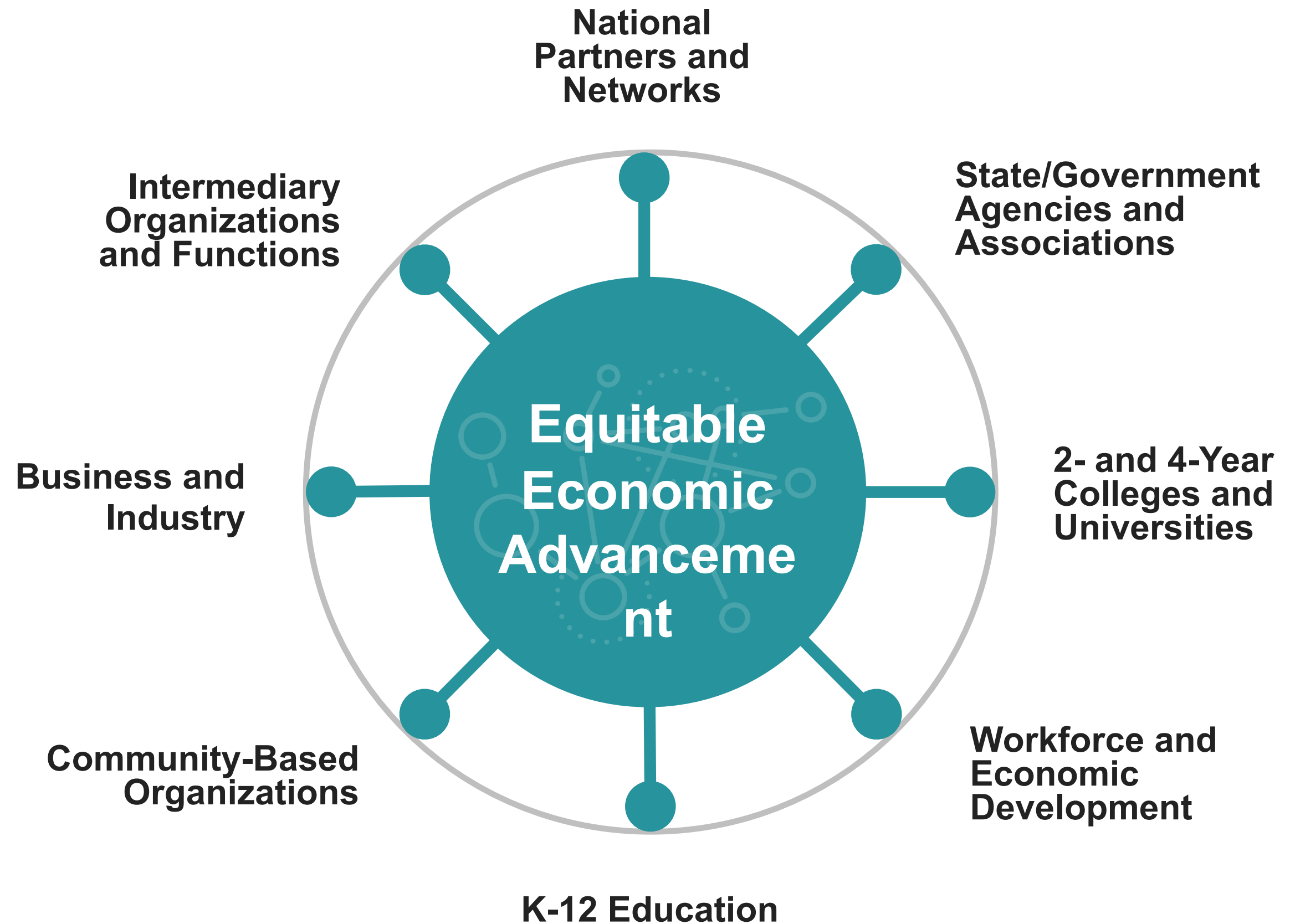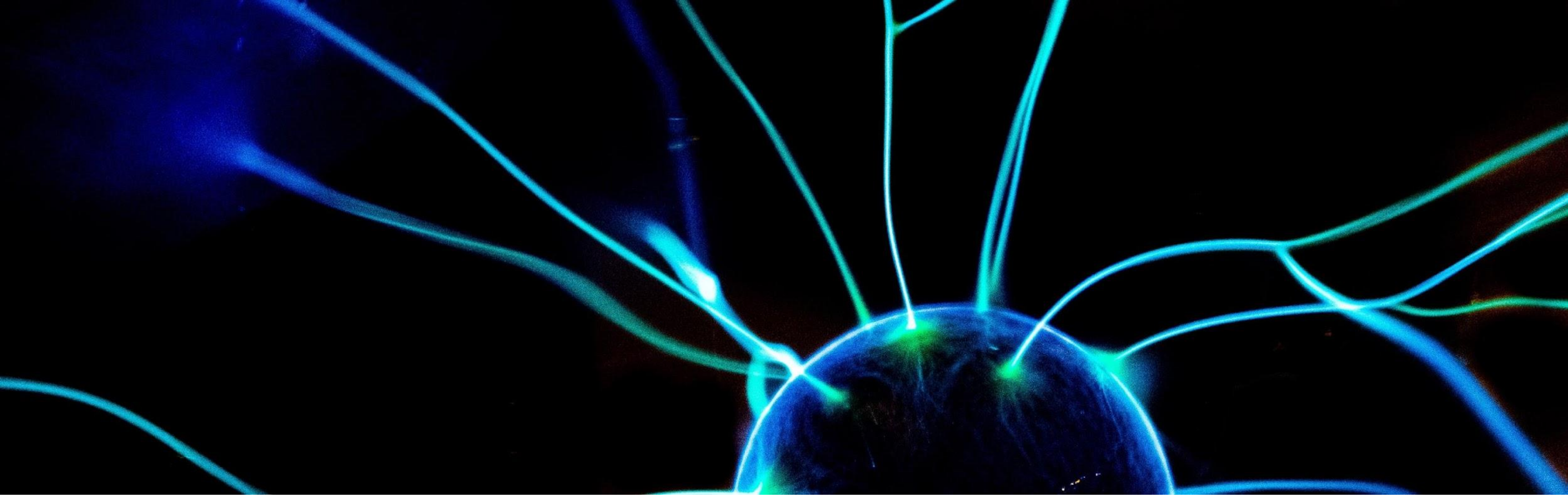
Network Mindset Principles

MISSION, NOT ORGANIZATION

PARTNERSHIP, NOT BRAND

TRUST, NOT CONTROL

NODE, NOT HUB

Jobs for the Future

Mission, Not Organization

Systems leaders adopt strategies and tactics to achieve a common goal through collective action.
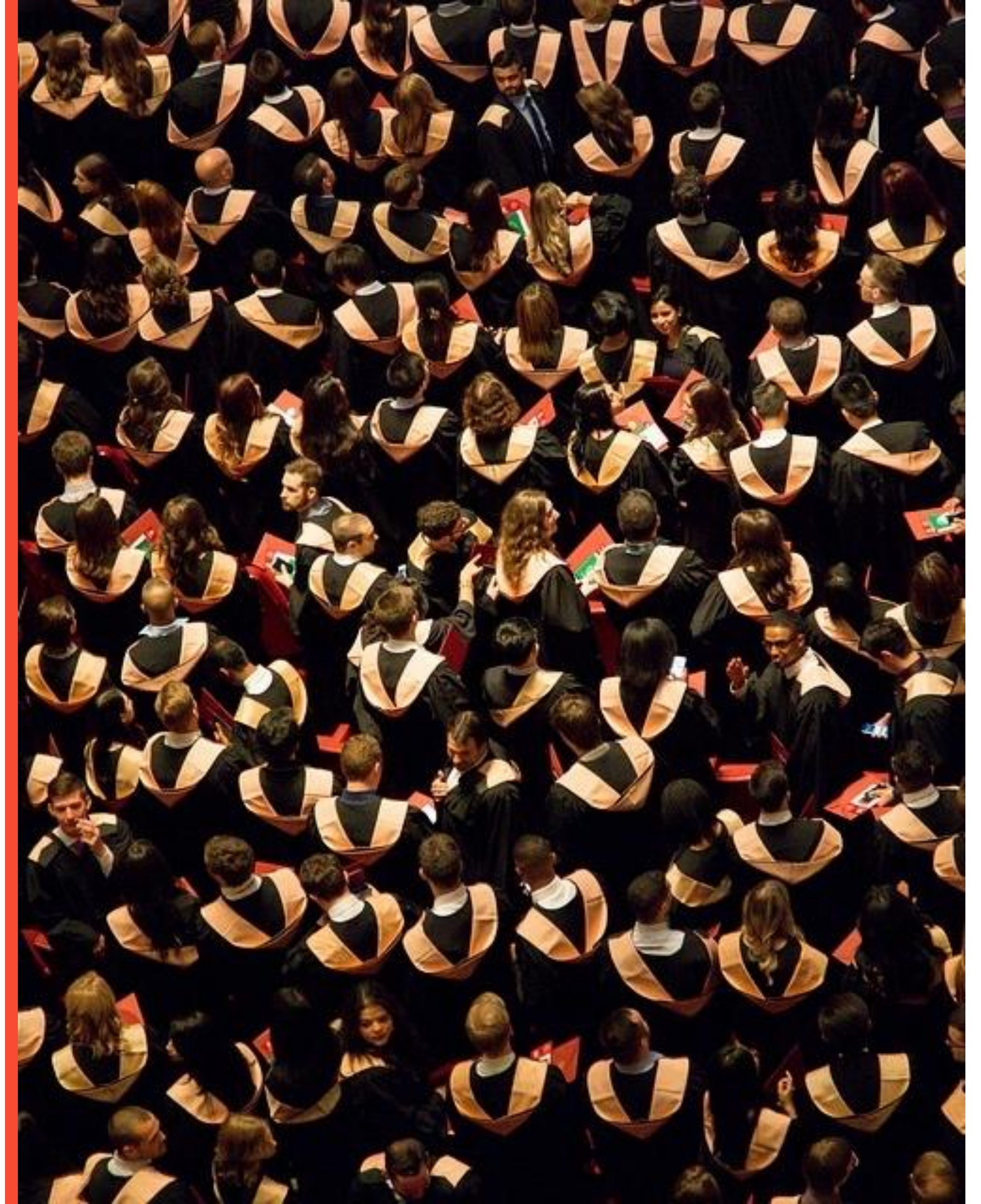
Collaboration, Not Control

Trust and shared goals are far more important than formal control mechanisms such as contracts or accountability systems.

Humility, Not Brand

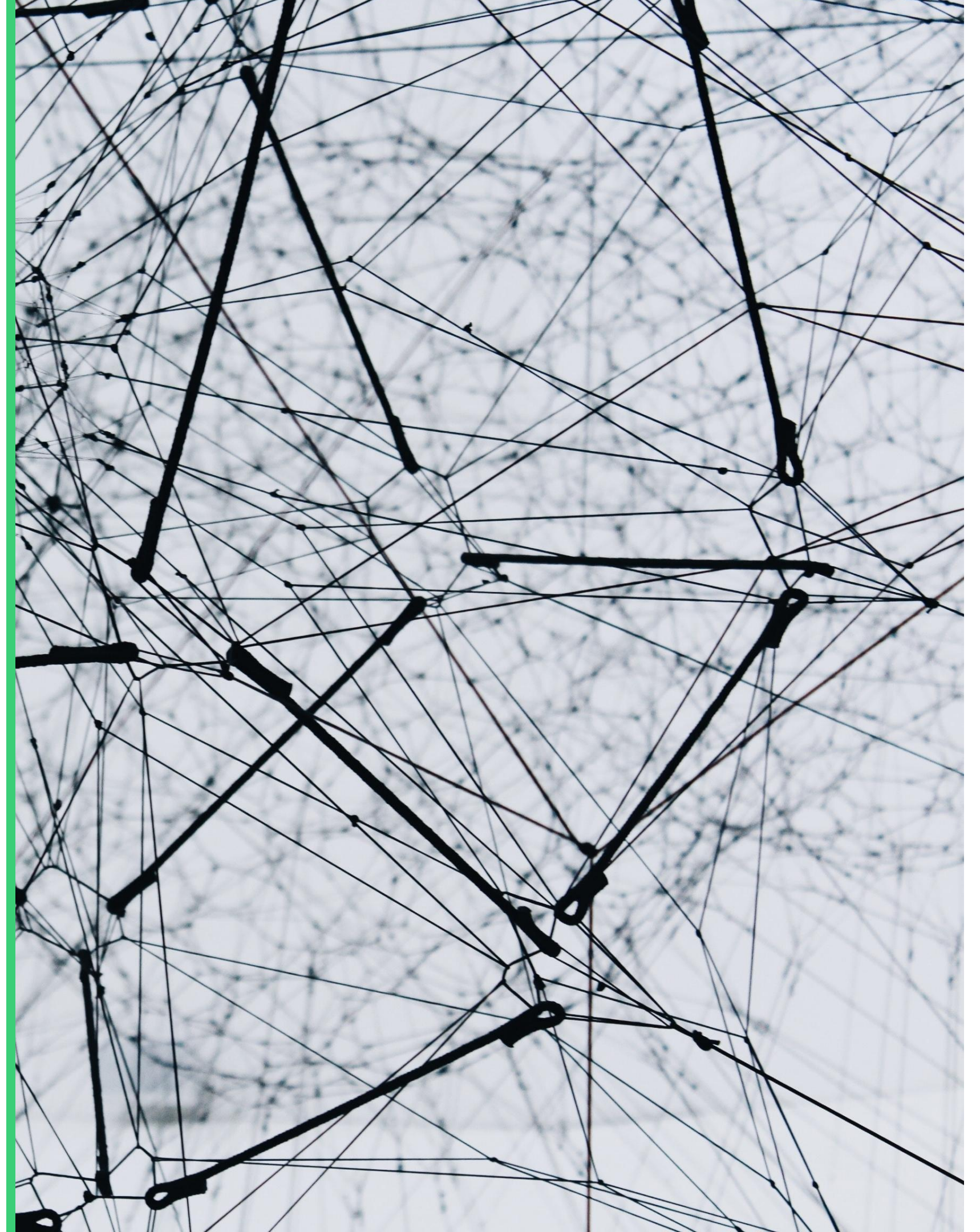Systems leaders and organizations work alongside their peers as equals and willingly share space when their partners are in a better position to lead.

JFF

Node, Not Hub

Systems leaders see their own organizations as one part of a larger web of activity directed toward a cause, not as the hub of the action.

JFF

Spotlight: Cross-sector Partnerships

SHARED PRIORITIES

Delaware Department of Education	Build a career preparation system that aligns to the state and regional economies
Delaware Technical Community College	Scale and sustain meaningful work-based learning experiences
Delaware Department of Labor	Integrate our education and workforce development efforts
United Way of Delaware & Rodel Foundation	Coordinate financial support across various sectors
Delaware Workforce Development Board	Engage employers, educators, and service providers
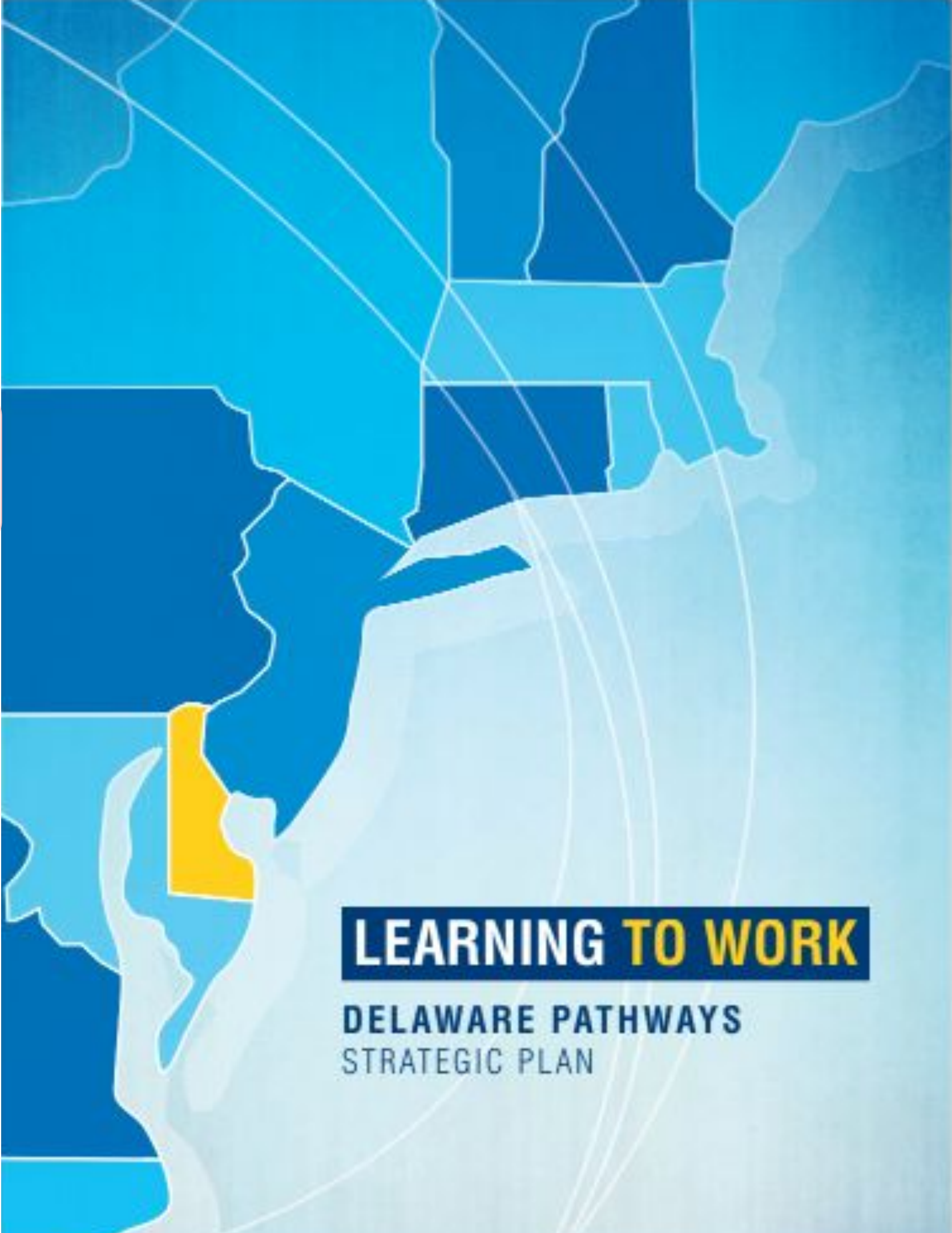
LEARNING TO WORK
DELAWARE PATHWAYS
STRATEGIC PLAN

BOSTON PRIVATE INDUSTRY COUNCIL (PIC)

The PIC is a public-private partnership with Council members, who include prominent business, labor, higher education, government, and community leaders, appointed by the city's mayor.

- Serves as both a **WBL intermediary** and as the city's **workforce board**

- Brokers **summer jobs and school-year internships**

- **Career specialists in local high schools** connect students to WBL opportunities; dropout prevention and recovery

Key Staff Roles
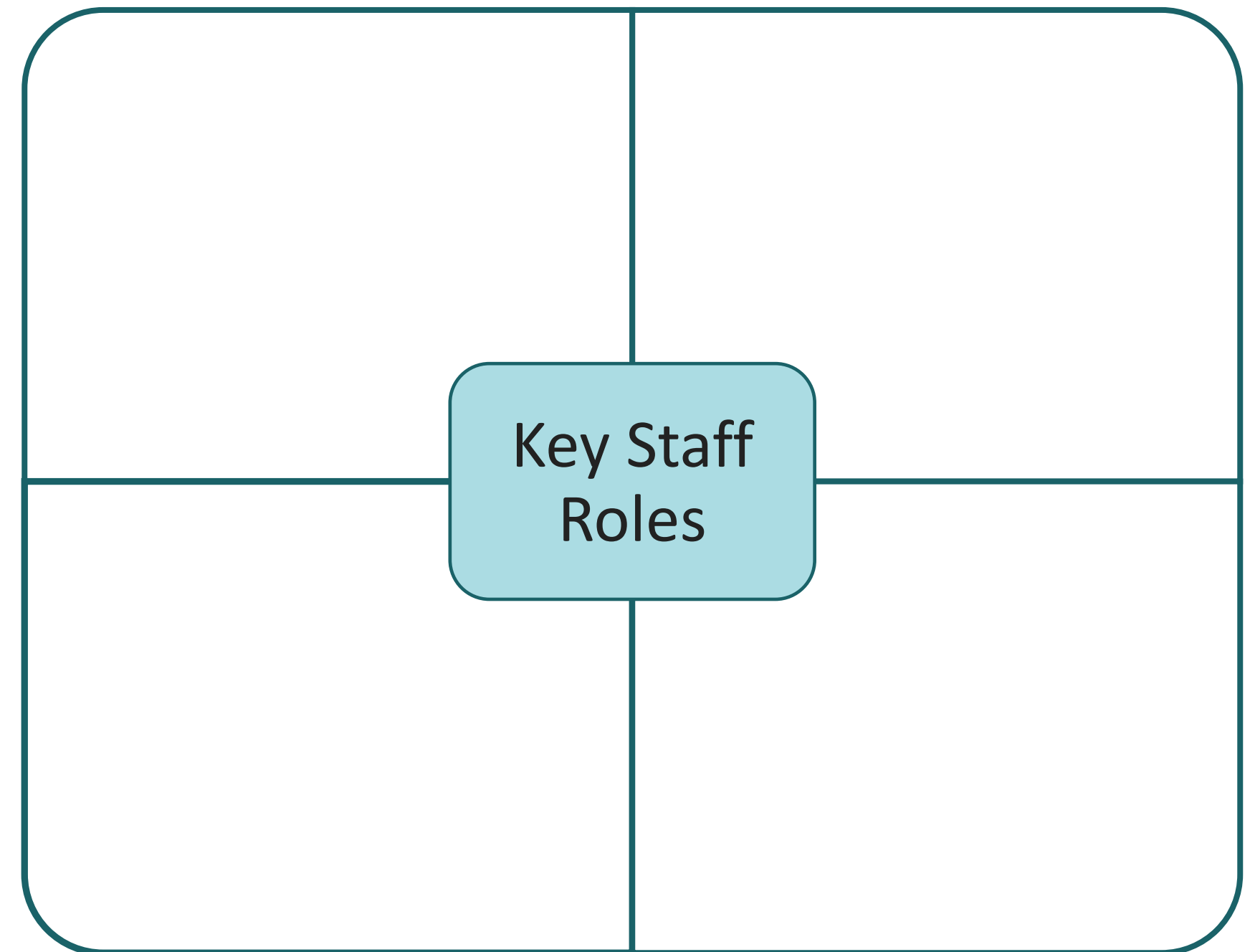
Discussion and Questions

Let's Discuss

What does success in career coaching look like to you?

What priorities are most important to you?

What questions do you want answered by the initial evaluation? What do you want to know?

Now that you know a bit about JFF, what resources/types of support will be most valuable?

Do you have any other questions for JFF?
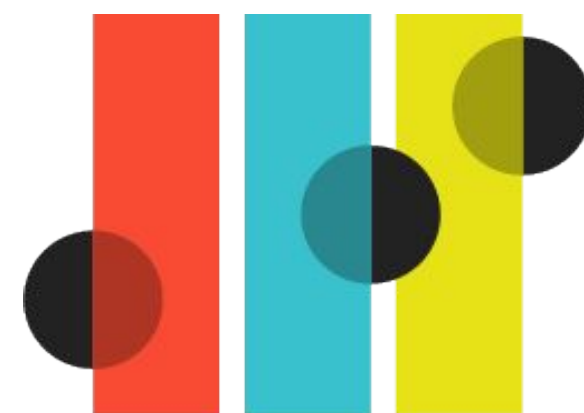
JFF
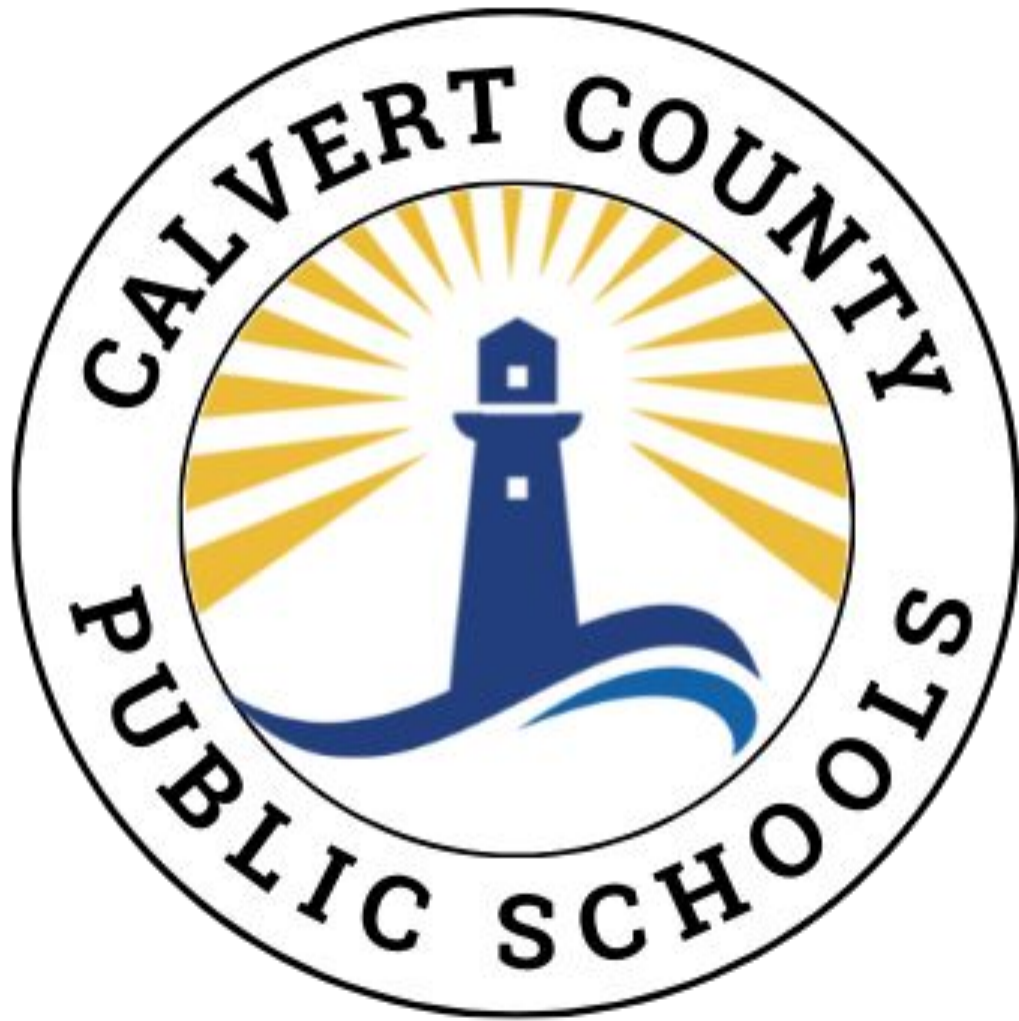
Calvert County Public Schools Career & Technical Education Overview

CTE Committee Meeting

Thursday, April 10, 2025

Career & Technology Academy

Welcome to the

Career & Technology Academy

#WeDoThatHere

CTE Programs at the Career & Technology Academy (CTA) (14)

Arts, Media, and Communication	Transportation Technologies	Consumer Services, Hospitality, and Tourism	Health & BioSciences
Graphic Communications (Adobe)	Automotive Technician (NATEF/ASE)	Cosmetology (State Board Licensure)	Academy of Health Professions Medical Assisting (CNA + GNA & CCMA)
Interactive Media Production (Adobe)		Culinary (ACF/ServSafe Manager)	Academy of Health Professions Physical Therapy (CNA + GNA & Kinesiology)

Human Resource Services	Information Technology	Construction & Development	Environmental, Agriculture & Natural Resources
Fire &Rescue/EMT: Maryland Fire and Rescue Institute (MFRI)	CISCO IT Networking & Cyber Security (CCST, CCNA, Security+)	HVAC/Plumbing (OSHA, EPA, NCCER)	CASE: Curriculum for Agricultural Science Education
		Electricity (OSHA, NCCER)	
		Carpentry & Home Improvement (OSHA, NCCER)	
		Welding (OSHA, AWS)	

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CTE Programs at Four Comprehensive High Schools (11)

Information Technology	Business & Finance	Health and BioSciences	Career Development
Computer Science	Business Management	Project Lead the Way (PLTW): Biomedical Sciences	Apprenticeship Maryland
	Business Admin Services		Career Research & Development (CRD)
	Accounting & Finance		

Manufacturing, Engineering and Tech	Human Resource Services
Project Lead the Way (PLTW): Engineering	Navy JROTC
	Teacher Academy of Maryland (TAM)
	Criminal Justice and Corrections

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Program Successes and Highlights

Success in Credentialing

- For the Class of 2024, 212 out of 241 CCPS CTE Students *passed at least one* IRC (88%) representing about 18% of the total graduating class.

- Several programs with 98%+ certification pass rates:
  - Academy of Health Professions (CNA, GNA, CCMA)
  - Graphic Communications
  - Electricity
  - HVAC
  - Welding
  - Automotive
  - Fire/EMT
  - Culinary Arts
  - Business Management (Ethics)

Other Outstanding Areas in Calvert County

- Over the past five years, 48 – 52% of all seniors have completed at least one CTE program.

- Annually, over 75% of our CTE completers earn some form of college credit, either through articulation or Dual Enrollment.

- Last year, 84% of our CTE completers were "Dual Completers" (World language + CTE)

- Our Criminal Justice program is our largest completer, with over 150 completers annually. The program receives 12 Dual Enrollment credits at the College of Southern Maryland. Upon graduation, students can complete an Associates degree in 12-18 months.

- Students continue to excel in CTSO events: FBLA, SkillsUSA, FFA

Challenges for CTE in CCPS

- Capacity (over-enrollment), especially at CTA – For upcoming SY25-26, approximately 60 students on waiting lists for HVAC, Welding, or Electricity and 40 students on waiting lists for other programs.

- IRC alignment for strongly enrolled programs, including Criminal Justice.

- Ensuring continued ability for students to complete AP *and* Dual Enrollment *and* CTE programs and pathways.

- Business engagement to support new and emerging industries as well as apprenticeships.

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Apprenticeship in Calvert County
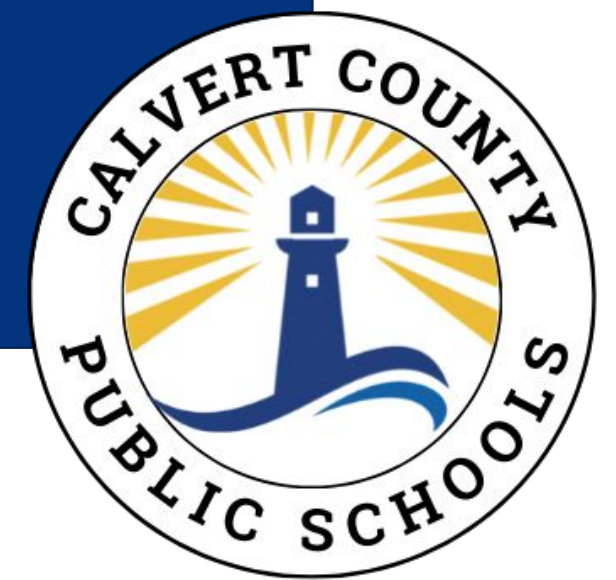
Youth Apprenticeships in Calvert County
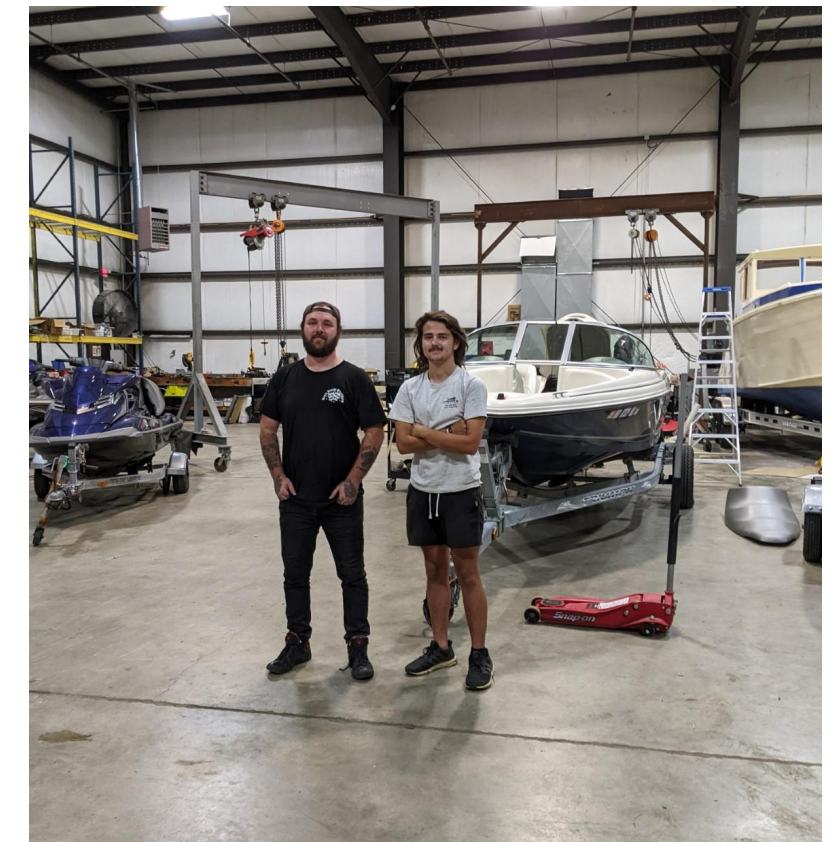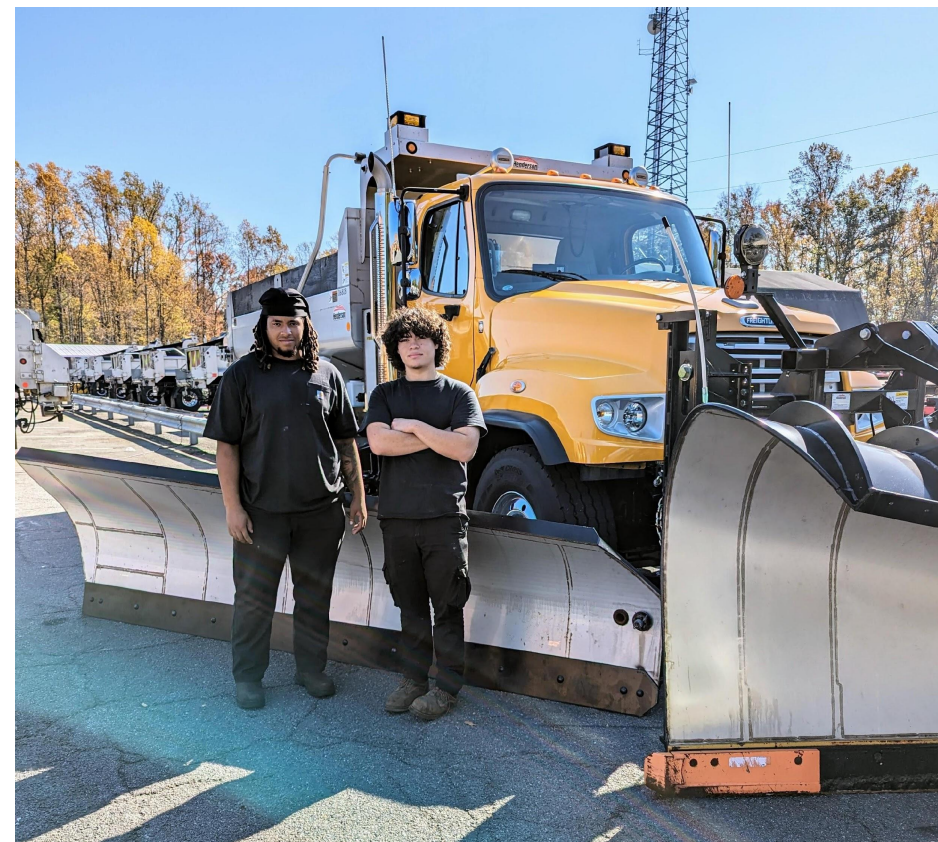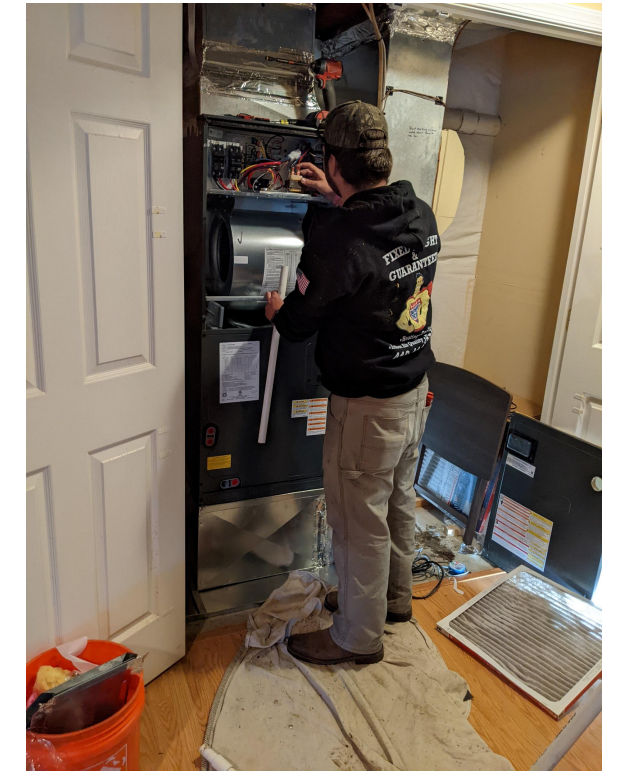
Current Approved Calvert County Apprenticeship Placements

Hilton Garden Inn

Jet Tech Solutions

SCHEIBELCONSTRUCTION

SMECO
Southern Maryland Electric Cooperative

JF MARINE SERVICE LLC

SUPER TECHS

CANEY CREEK CATERING CO & BULRUSHES

SIGNTASTICS
VEHICLE GRAPHICS & SIGNS

Fixed Right & Guaranteed Super Techs

BAYSIDE FIRE

CALVERT COUNTY PUBLIC SCHOOLS

Calvert Well Pet Clinic

WASHBURN'S BOAT YARD

MDOT
MARYLAND DEPARTMENT OF TRANSPORTATION
STATE HIGHWAY ADMINISTRATION

Safe Harbor Marinas

ICF
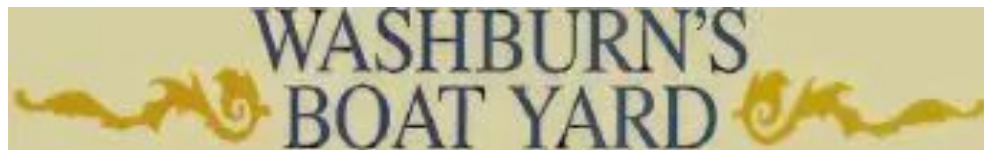
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Apprenticeship by the Numbers in CCPS

Chart legend: ■ Applicants ■ Available Positions ■ Hired ■ Completed

X-axis categories: SY 2021-2022, SY 2022-2023, SY 2023-2024, SY 2024-2025
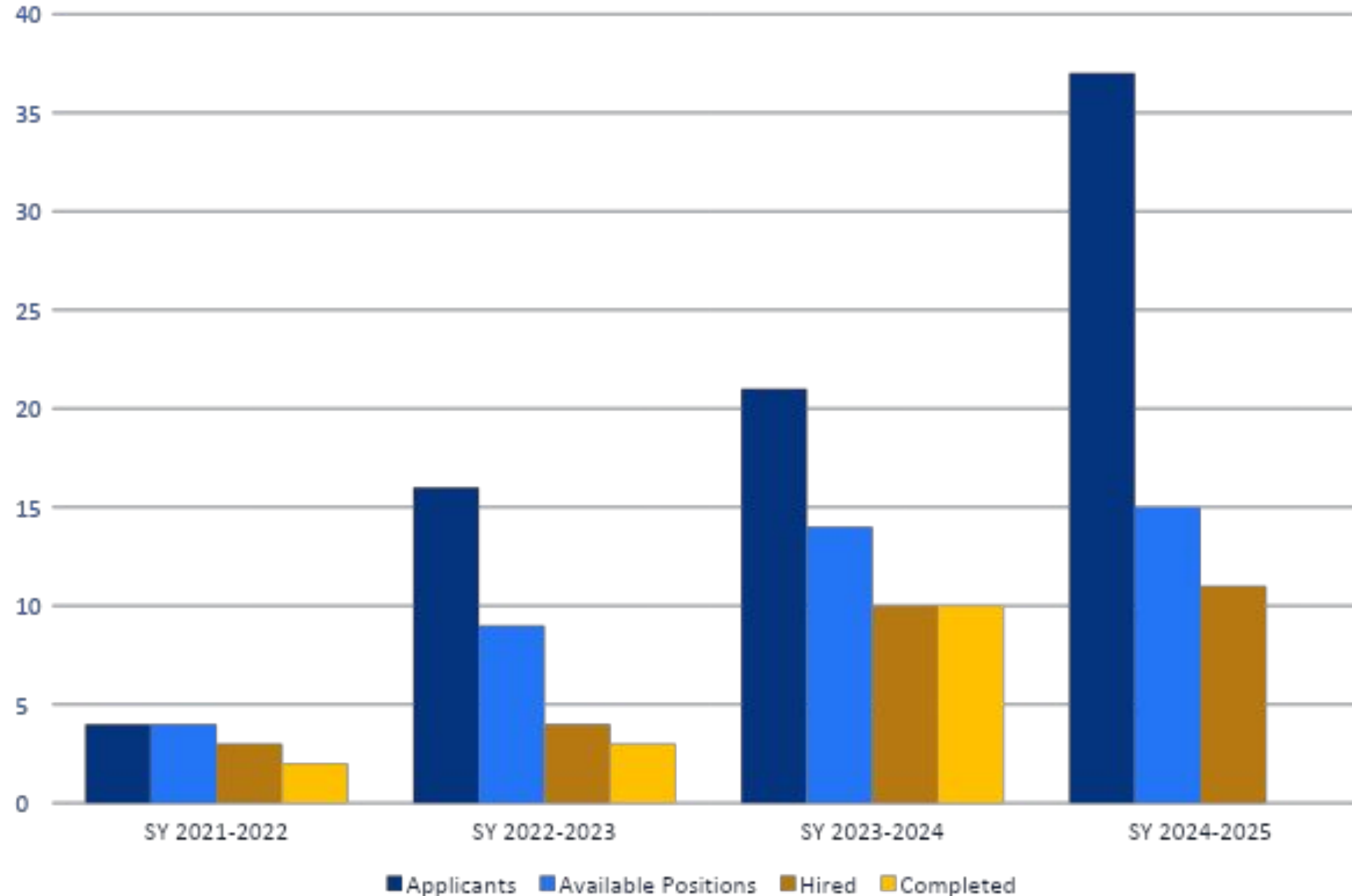
Anticipated Apprenticeship Placements for SY 25-26:

- 3-5 for CCPS (IT, Facilities, Media)
- 5 in Hospitality/ Culinary
- 3 in HVAC
- 4-6 in Construction
- 1 in Surveying/CAD
- 1 in Veterinary
- 4-5 Other/new areas

Total: 20-25

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Barriers/Obstacles to Youth Apprenticeship Growth in Calvert County

- Availability of open positions: more student applicants than available placements

- Funding for student/apprentice wages (school district & businesses)

- Smaller local economy:
  - Specifically Limited opportunities in some fields (ex: 9 students for HVAC and 1 position available for SY24-25)
  - "Too successful" – small businesses complete a successful youth apprenticeship – and keep them!
  - Business internal support capacity with most businesses being small (small businesses unable to "free up" someone to focus on the OJT component)
  - Diversity of placement opportunities
  - Small business capacity to build-out a full apprenticeship program; few intermediaries doing specific work in the region

- Student challenges:
  - Student access to reliable transportation
  - Student scheduling at the home high school/alignment with employer needs (number of graduation credits required, at least 2 in senior year)
  - AMP students typically must remain enrolled in a CTE program in order to earn an IRC, further exacerbating scheduling concerns.
  - Some employers still unwilling to work with high school students (for AMP or RA) primarily due to misconceptions about high school students.

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Exploring Possibilities: Re-Imagining Student Engagement

PBL initiative to provide opportunities and innovations in career connected learning across grades K-12, improving immediate and long-term student outcomes.
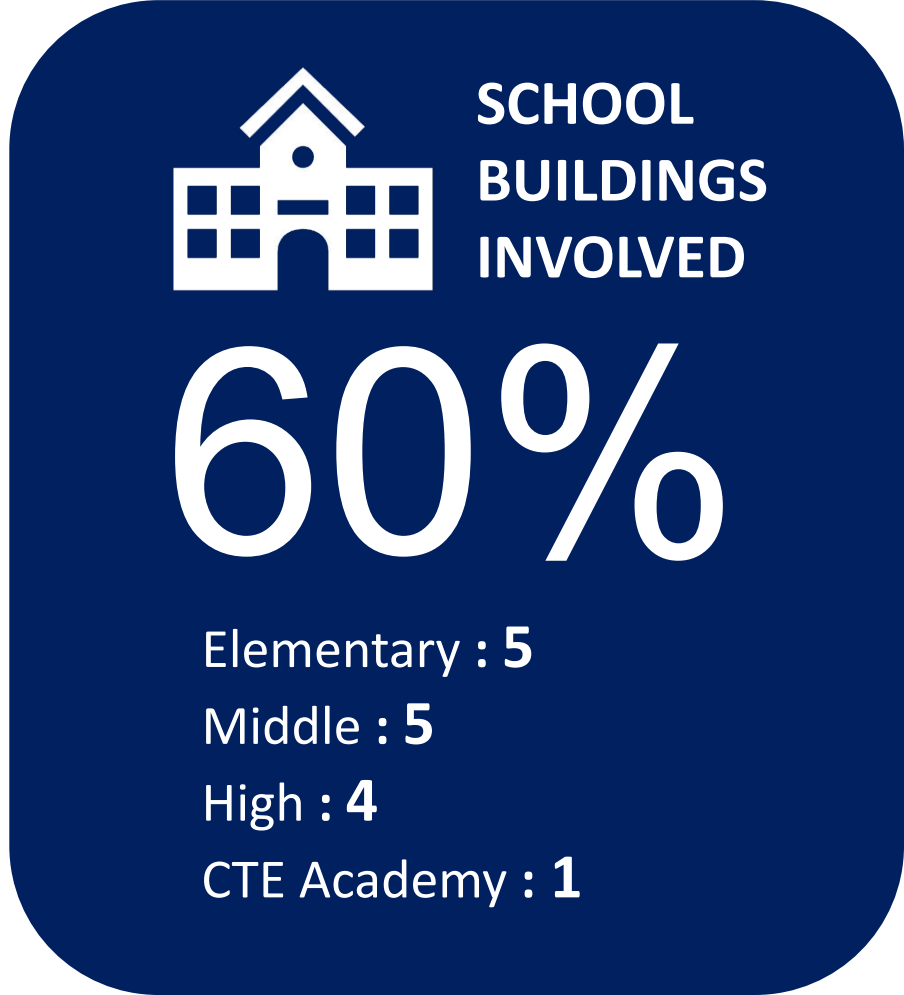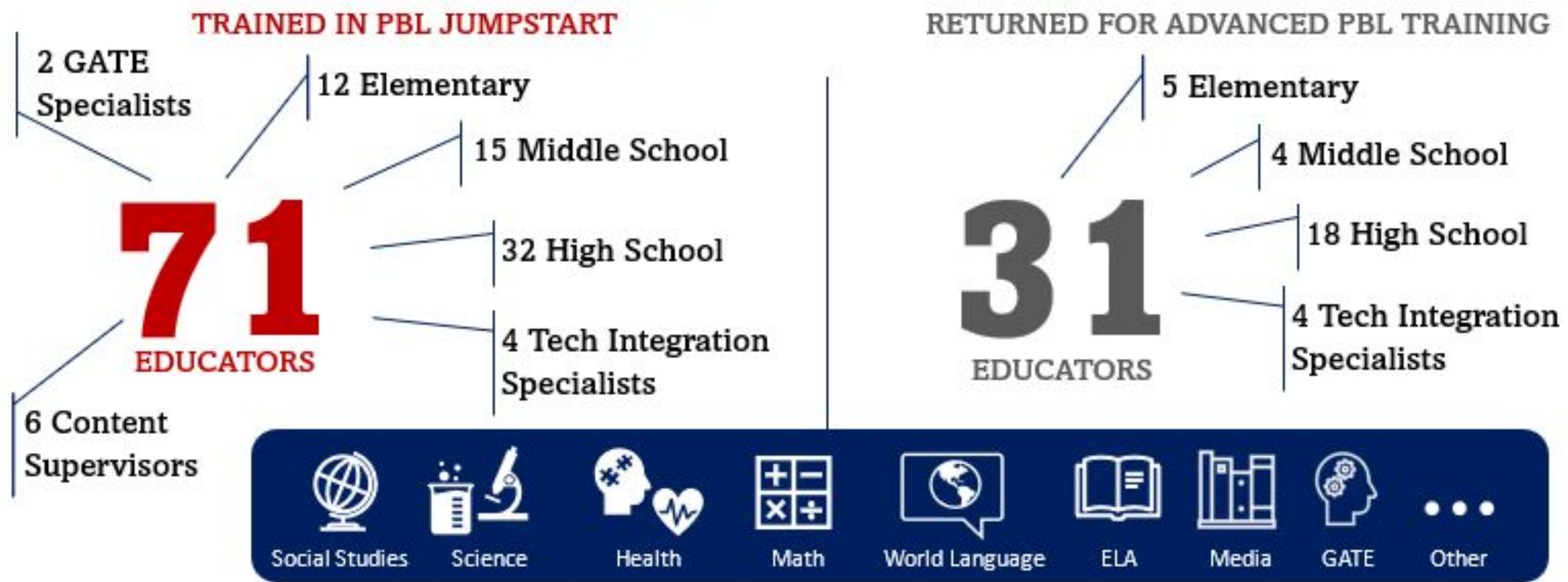
Student Engagement for Career & Life Success

Project Based Learning
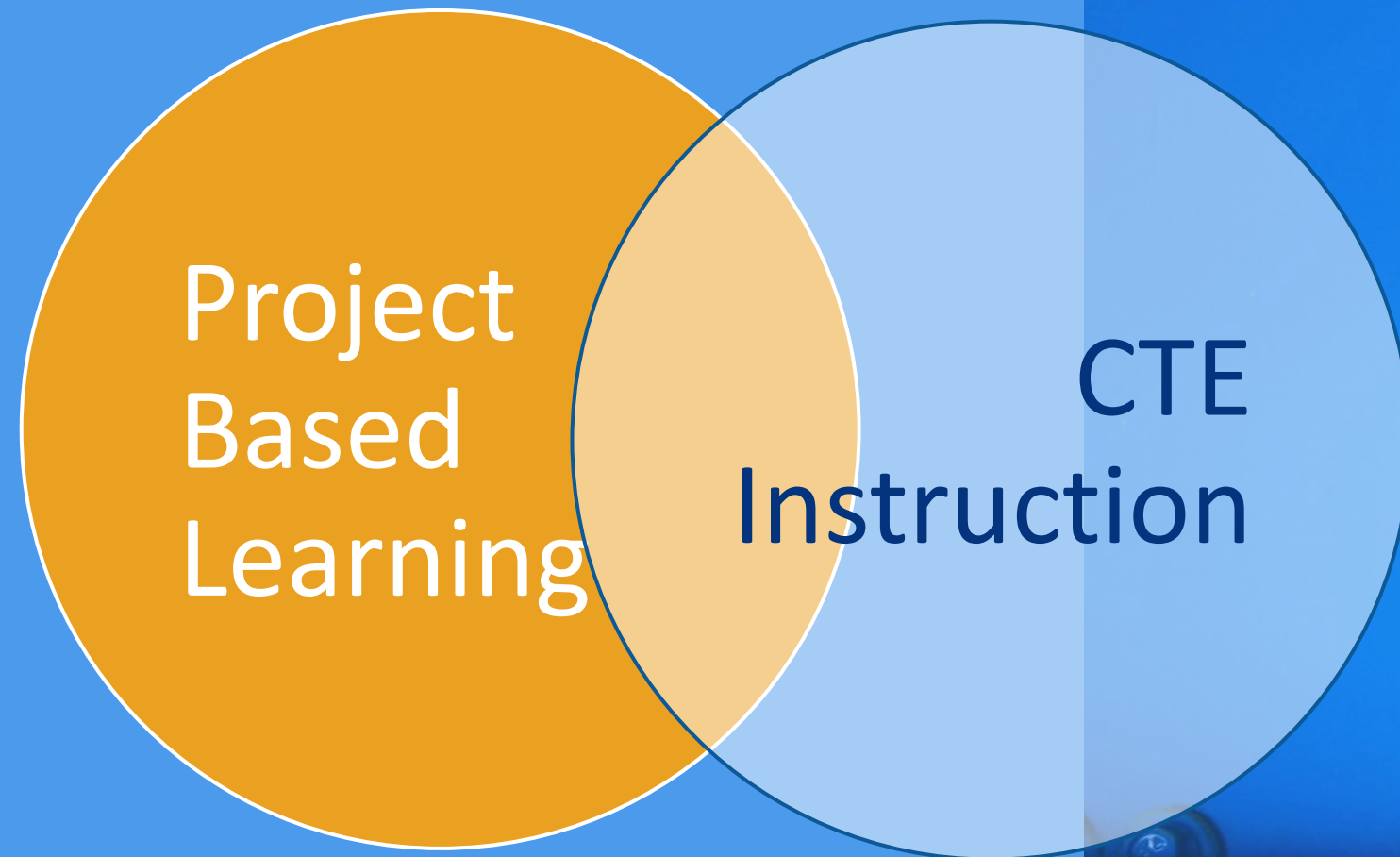
CTE Instruction

Two Separate Approaches → **PBL as a Conduit for CTE Instruction**

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Program Highlights

YEAR ONE

- ES S.S. Project: **Regional Guides for Military Families**
- ES Sci. Project **PSAs for Healthy Bay Ecosystems**
- MS S.S. Project: **Meso-American Cultures Storybooks**
- HS S.S. Project: **1st Annual Brain Expo**
- HS S.S. Project: **Piloted Vape Detectors Installation**
- HS PBIS Project: **Year-Long Class Charity Support**
- HS Crim.Jus. Project: **Solutions to Sheriff's Dept. Low Recruitment**

YEAR TWO

- ES Sci. Project: **Advocated For Installment of Bottle-Filling Station**
- ES S.S. Project: **Drafted New Daily Student Pledge**
- MS Sci. Project: **Designed Websites with Fossil Identification Info for Parks & Rec Beach Goers**
- HS Health Project: **Substance Abuse Info Fair**
- HS Sci. Project: **Mailers & Websites for Informing Public of Power Plant Safety Procedures**
- HS Health Project: **Building-Wide Mock Crash Event for Juniors**
- HS Sci. Project: **Space Junk Mitigation**

YEAR THREE TO DATE

- ES S.S. Project: **US Regions Storybooks for Public Library**
- ES GATE Project: **Advocating for Women's Suffrage Monument**
- MS Sci. Project AND HS Culinary Program Project: **Invasive Species Recipes "Eat Your Problems"**
- HS Engineering Program Project: **Sustainable Shoe Design**
- HS Sci. Project: **Disaster Preparedness Info Materials**
- HS Crim. Jus. Project: **Cyberbullying & Cybersecurity Parent Info Night**

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Questions, Not Answers: A Student Capacity-Building Approach to Career Advising

Overarching Goals of the CCPS Career Advising Program

- **Our career advising program uses a human-centered dialogic process to help students build capacity and self-awareness so that when they graduate, they can navigate an ever-changing world of work. Career advising is about supporting students in developing skills for asking and answering questions, not about "giving all the answers."**

- Help students find their "best person fit career," by helping them explore and know how to apply their own strengths, interests, and values and then help students navigate "how to get there" by building capacity for the students to know what kinds of questions to ask about future opportunities.

- Provide for strategic, intentional, and individualized planning with students in reaching their post-secondary goals.

- Enable students to make connections between coursework and future careers – across all disciplines and content areas (helping to answer "Why do I need to know this?")

- Measurable outcome: 100% of our students, grades 6-12, receive personalized and individualized career advising services each year.

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What is *not* part of our Career Advising Program?

Career advising is NOT:

- "Giving" each student a pathway or "tracking"
- "Making sure" students know *exactly* what career they plan to pursue, starting in middle school
- Giving each child a survey or online instrument that then "tells them what to be when they grow up."
- "Finding" jobs for students or "Getting them into jobs."
- Exclusively educating students about CTE programs (career advising is as much for our college-bound students as it is for students who want to pursue entry level career opportunities immediately after high school).

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Transactional to Transformational

- Not asking students: "What do you want to be when you grow up?" … Instead "What are your strengths, interests, and values, and how can you apply them in the world of work in a way that is meaningful for you and your desired lifestyle.

- Making experiences relevant and <u>reflective.</u>

- Connect classroom lessons and tools to personal exploration and development.

Highlighted Student Activities

- Sixth Grade – "Me Trees"
- Seventh Grade – Reality Finance Fair
- Eighth Grade – CTE trips & presentations
- "Pre-CCR" HS – Student Shadowing & "Meet a Pro"
- "Post-CCR" HS – Senior "Mock" Interviews

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District-wide implementation of career advising for all students $6^{th} - 12^{th}$

- Six core elements for implementation:
  - Regular joint meetings
  - Co-planned, career-focused lessons
  - Community partner database
  - Joint participation in events
  - Collaborative feedback to students
  - Shared professional development
- Everyone using RIASEC language.

Strategic Community Engagement

Office of Community Engagement for Student Success

- Office of Community Engagement for Student Success:
  - Apprenticeship (Michelle McGuffin)
  - Career Advising (Nikki Phillips)
  - Project-based Learning (Ashley Curtin)
- Engaging community support:
  - Database of partners
  - Well-vetted system that provides "faster" and "easier" access to available resources for staff.
- Impact of the OCESS:
  - Ensures we are not over-taxing any one resource
  - Provides an easy way for our community to reach out to offer support
  - Decreases overlapping efforts that engage community partners in ensuring students' academic and workplace readiness
  - Ensures equity of access to community resources to all schools and students

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Thank you for visiting Calvert County!

Carrie Akins
akinsc@calvertnet.k12.md.us
Principal, Career & Technology Academy
Director, Career & Technical Education
President, Maryland Career & Technical Administrators (MCTA) – Maryland ACTE

Next Steps

Maryland
GWDB CTE COMMITTEE

Reminder: Strategy & Impact Retreat early June 2025

Launch work with JFF around career coaching evaluation and technical assistance

Launch Perkins Reserve Grant

Planning and pre-work for the June Strategy & Impact Retreat

Provide input to guide CTE ERT deployment plan for 2025-2026 SY