



CTE Committee Meeting

July 9, 2025

Meeting Goals



1. **Discuss** the CTE Committee Expert Review Team Deployment Plan for the 2025-2026 SY
2. **Surface any questions or feedback** and, if ready, **Approve** the CTE Committee Expert Review Team Deployment Plan 2025-2026 SY for submission to the AIB
3. **Review** the Perkins FY26 State Budget


*Make decisions
on CTE program
observation and
support for FY26*


Motions to Approve



✓ July 9, 2025 Agenda

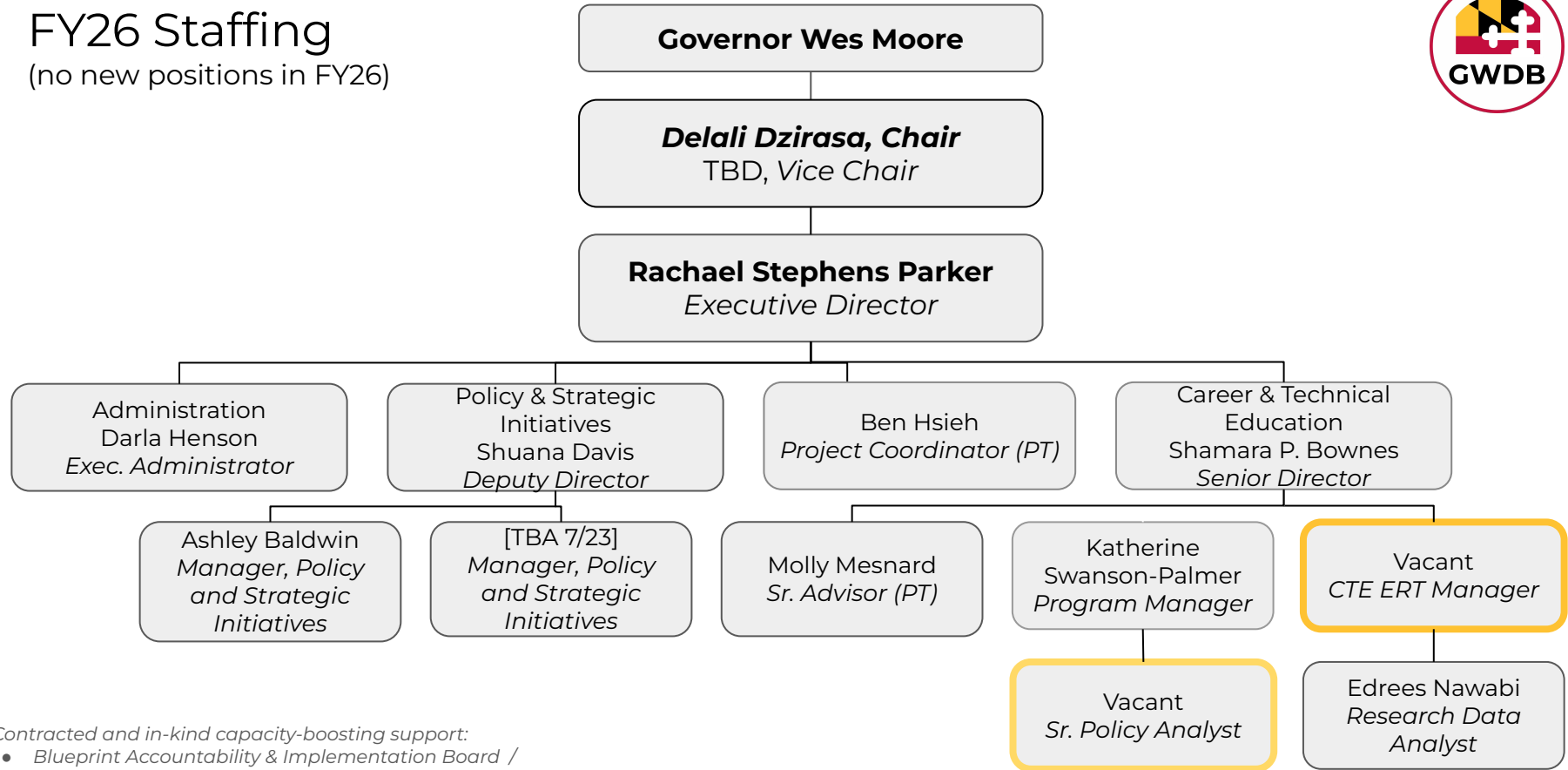
✓ April 10, 2025 Meeting Minutes

	
Governor's Workforce Development Board Career & Technical Education Committee	
Public Meeting July 9, 2025 9:00-10:30 am Public livestream: Zoom Registration Link	
AGENDA	
I. WELCOME + PURPOSE	Myra Norton, Chair, CTE Committee
II. ROLL CALL + CONSENT AGENDA	Myra Norton, Chair, CTE Committee
<ul style="list-style-type: none">Motions to approve today's agenda and the April 10, 2025 Meeting MinutesStaffing update	
III. CTE EXPERT REVIEW TEAM DEPLOYMENT PLAN REVIEW	Rachael Stephens Parker, Executive Director, GWDB
<ul style="list-style-type: none">CTE Expert Review Team purposeDiscussion of proposed updates from prior school yearIf ready, motion to approve plan for submission to the AIB	
III. PERKINS BUDGET REVIEW	Richard Kincaid, Assistant Superintendent, Office of College and Career Pathways, MSDE
<ul style="list-style-type: none">OverviewDiscussion and questions	
VI. ADJOURN	Myra Norton, Chair, CTE Committee
<ul style="list-style-type: none">Motion to Adjourn	

	
Committee Meeting	
Meeting Minutes April 10, 2025 2:15 p.m. Career and Technology Academy	
Donald Boyd (IP) Carey Wright (V) Bretary Wu (V)	Michael Thomas (V)
The meeting was convened at the Calvert County Career and Technology Academy. Myra Norton called the meeting to order at 2:15 p.m.	
The April 10, 2025 meeting of the CTE Committee by the members present, and by acknowledging the addition of a new member to the committee expressed its appreciation to Rob Limpert for his service. His resignation was confirmed.	

FY26 Staffing

(no new positions in FY26)



Contracted and in-kind capacity-boosting support:

- Blueprint Accountability & Implementation Board / CityWorks DC
- Blue Meridian Partners / Jobs for the Future
- Studies, Asset Mapping vendors TBD

CTE Committee 2025 Progress to Date



Item	Timeline	Requirement Source	Status
Finalize Maryland's CTE Framework	Jan.' 25	Md. Ed Code §21-209(h)(1)	✓
Revise FY24-27 Implementation Plan	June 2025	AIB	✓
Design and issue Perkins Reserve Grant Opportunity	April-June '25	Md. Ed Code §21-202(d)(3)	✓
Select and award Perkins Reserve Grants to LEAs to address barriers to participation in apprenticeships	July-August '25	Md. Ed Code §21-202(d)(3)	✓
Develop and release Career Counseling guidance and student and coach feedback surveys (with support from JFF)	Summer 2025	AIB	✓
Finalize and submit CTE ERT Deployment Plan for 2025-2026 SY	7/10/25	Md. Ed Code §5-412(6)(i)	✓

CTE Committee 2025 Upcoming Work



Item	Timeline	Requirement Source
Conduct 4 CTE ERT visits (w/ 7 more in 2026)	Oct-Dec. '25	Md. Ed Code §5-412; ERT Plan
Launch project to map and publish high-demand career pathways and required credentials, with agency partners	Starting Fall '25; Joint Plan due to AIB 12/1/25	Md. Ed. Code §21-209 & §21-210; AIB
Submit 2025 Annual Report to AIB, MGA, and Governor's Office, inclusive of: <ul style="list-style-type: none"> Recommendations related to agency budget proposals on CTE Updated annual targets to reach statewide 45% goal assessment of the state of CTE in MD Recommendations on statutory, regulatory, budgetary, and structural changes needed to address the challenges of the evolving CTE system 	12/1/25	Md. Ed. Code §21-209(k)(1)(2)(i-ii); §21-204
Submit Career Coaching Best Practices Report (w/ support from JFF) + recommendations to AIB, MGA, and Governor's Office	12/1/25	Md. Ed. Code §7-127
New IRC Applications review and approval for 2026-2027 SY	Nov. '25-Jan '26	Md. Ed. Code §21-209; IRC Policy



CTE ERT Deployment Plan in SY 2025-2026



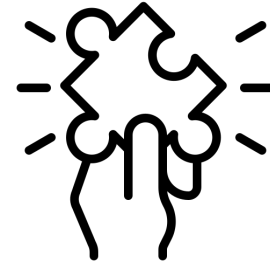
CTE ERT Purpose

The purpose of the CTE ERT visits is to support continuous improvement of the CTE system by...



Understanding and Assessing

CTE Programs, challenges, and successes implementing Blueprint vision, Maryland's CTE Framework, and associated policies



Developing Solutions

via recommendations to LEAs, technical assistance, and data-informed strategies to address challenges identified by the CTE ERTs

CTE ERTs Perform the Following Functions



Monitoring

Monitor Maryland's progress toward creating a robust CTE system aligned to the *Blueprint*, Maryland's CTE Framework, and achieving the 45% goal.



Assessment

Analyze observations from the visits to report to the CTE Committee and public on recurring themes, progress, challenges, and potential solutions to address those challenges within the CTE Annual Report.



Post-Visit Reports

Provide potential next steps to schools/LEAs based on visits, which will turn into mandated next steps in Phase 2 through an improvement plan in coordination with AIB.



Technical Assistance and Training

Analyze trends, identify challenges and best practices, and provide technical assistance to address issues and uplift best practices.



Fiscal Accountability and Compliance

Advise the AIB on funding decisions if LEAs are not prioritizing or progressing in *Blueprint* implementation (beginning in Phase 2 of ERT Deployment, 2026-2028).



Continuous Improvement

All of these steps should lead to a systemwide approach that is continuously improving the career-connected journey for students



CTE ERT 2023 - 2031 Deployment Plan

Pilot
(2023-24 SY)

Evaluate Progress:

- Develop and pilot forms, structure, and staffing

Develop recommendations, measures & strategies:

- N/A

Phase 1
(2024-26 SYs)

Evaluate Progress:

- Visit schools in all 24 LEAs
- Collect data on *Blueprint* goal progress, establish statewide baseline of strengths and challenges
- Define Phase 2 targets and protocol

Develop recommendations, measures & strategies:

- Identify and share best practices and common challenges

———— **Today** ————

Phase 2
(2026-28 SYs)

Evaluate Progress:

- Analyze alignment to CTE Framework
- Monitor progress and identify ongoing implementation issues

Develop recommendations, measures & strategies:

- Develop and coordinate TA, disseminate best practices
- Recommend policy and implementation changes
- Plan and implement statewide data collection program based on 2024 IRC policy & Perkins regulations
- Make recommendations to LEAs and the AIB

Phase 3
(2028-31 SYs)

Evaluate Progress:

- Conduct annual evaluation toward *Blueprint* goals
- Complete visits to all schools with CTE offerings

Develop recommendations, measures & strategies:

- Continue to coordinate TA and disseminate best practices, focusing primarily on support for LEAs struggling to make progress toward statewide 45% goal

Phase 1 Information Gathering



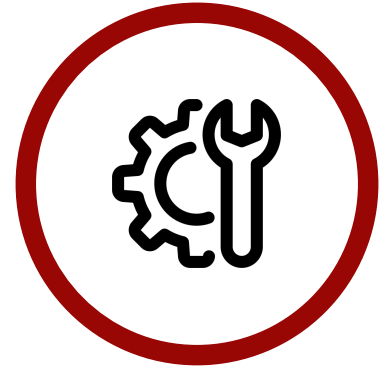
WHERE ARE
LEAs IN
IMPLEMENTING
BLUEPRINT



PROMISING
PRACTICES &
STRENGTHS

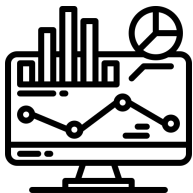


COMMON
CHALLENGES



WHAT
CHANGES & TA
IS NEEDED

CTE ERT Planning for SY 2025-2026



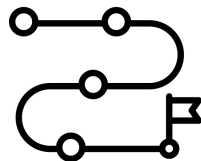
Refine data collection needs (validity, reliability, and timing)



Streamline and improve post-visit report **process**



Identify challenges in implementing *Blueprint* and Maryland's CTE Framework



Strategize Phase 2 implementation



Analyze ways to remove barriers and improve **access and equity**

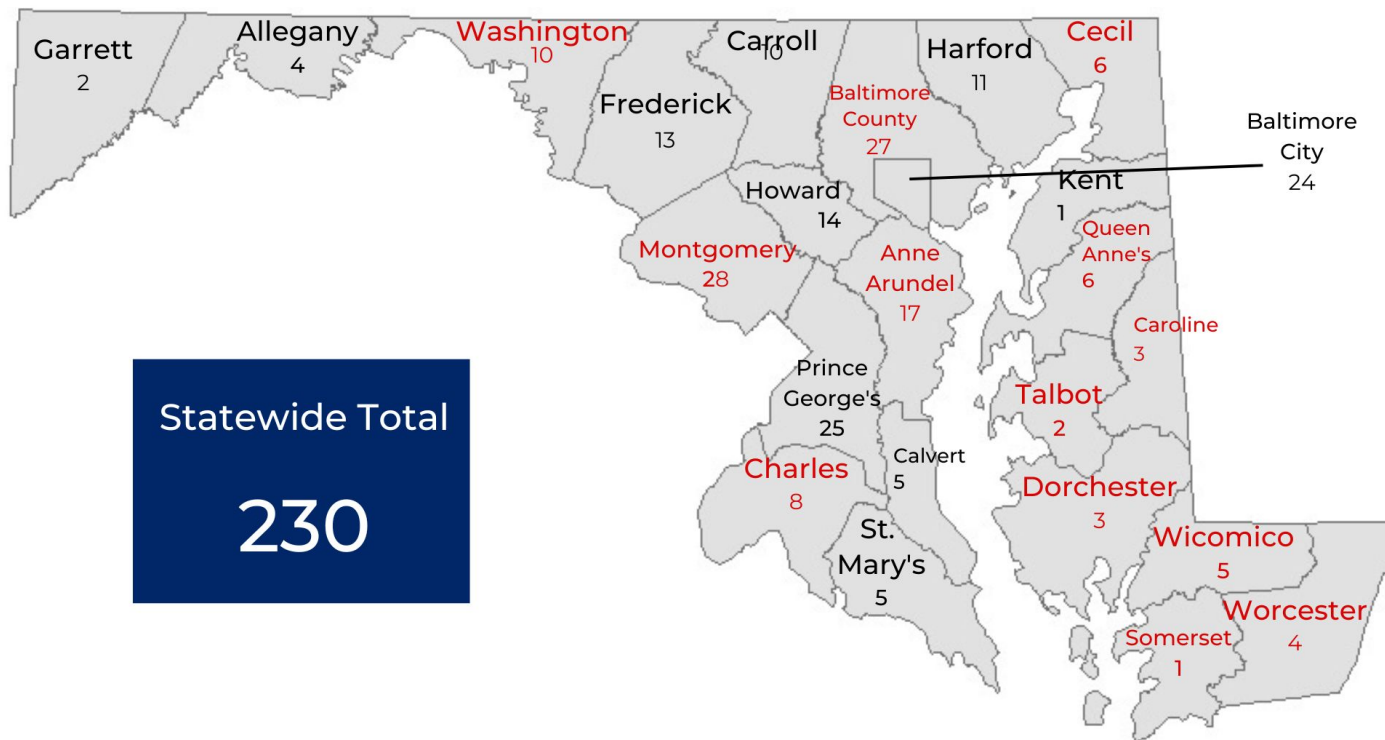
CTE ERT Visits to Date



91 team
members

13 LEAs
visited

23
schools
visited



CTE ERT Year 1 Insights on CTE in MD



Strengths



Teacher expertise and commitment to industry expertise and expectations



Career and Technical Student organization (CTSO) participation



Hands-on learning experiences lead to engaged students

Challenges



Transportation barriers to work / related instruction sites



Mixed quality and coach to student ratio of career coaches



Scheduling conflicts resulting in absenteeism and tardiness



Staffing, facilities & equipment constraints, resulting in waitlists



Lack of transition ramps from one CTE pathway into another

Considerations for the 2025-26 school year



Considerations for CTE Committee and staff



ERT Visit
Structure



Staffing



Data Collection



Partners

Considerations for LEAs



Technical
Assistance



Policy Changes

Updates in SY 2025-2026 Deployment Plan



Update for 2025-2026

Phase 1 Year 1 (2024-2025 SY) ERT Visits <u>previously included:</u>		Phase 1 Year 2 (2025-2026 SY) ERT Visits <u>will include:</u>
5-minute classroom observations	→	Guided school tours with visits to CTE classrooms, CTSOs, etc.
No minimum time requirements for focus groups	→	A minimum of 45 minutes for every focus group
Pre-Visit Orientation was 90 minutes	→	Pre-Visit Orientation is 120 minutes - time for discussion
N/A	→	Review data on 45% goal progress, CTE completers, CTE enrollment, student and teacher demographics, etc. during the Pre-Visit Orientation
N/A	→	An optional Post-Visit Debrief for LEA Administrators to choose between A) asynchronous written feedback or B) synchronous feedback on CTE ERT observations
Strengths and Challenges Analysis	→	Strengths, Challenges, and External Factors Analysis
Focus groups + meetings with: <ol style="list-style-type: none"> 1. LEA Administrators (mixed level of engagement at visits throughout Year 1) 2. Teachers 3. School-based staff (Administrators, School Counselors, Career Counselors, Schedulers, etc.) 4. Students 	→	Concentrated focus groups with: <ol style="list-style-type: none"> 1. LEA Administrators (CTE Committee conversation) 2. Teachers 3. School-based staff (Administrators, School Counselors, Career Counselors, Schedulers etc.) 4. Students

CTE ERT Visit Structure



Pre-visit

- LEA completes and submits brief (LEA background, CTE offerings, and enrollment information), ERT members review in advance of orientation and training session
- Virtual orientation and training session for ERT visit members with LEA leadership, including the LEA Lead CTE staff, to provide: an overview of CTE at the LEA; an opportunity for members to review LEA data on progress toward 45% goal, CTE enrollment practices, observed challenges, and any other information the LEA Lead staff deems necessary; time for conversations and Q&A

Visit

Where: Up to 2 schools per day, depending on the LEA CTE structure (i.e., LEA has only one CTE center for all offerings, vs both CTE center and comprehensive schools). Visits will typically include both a CTE Center and comprehensive high school with CTE programming

What: Visits entail a guided school tour with visits to CTE classrooms and with CTSOs, and at least three focus groups (45 minutes minimum each) at each school with:

- Students
- CTE teachers
- LEA administrators and CTE Lead Designee
- Career coaches/counselors, and possibly school counselors or work-based learning coordinators

Post-visit

- ERT members submit their notes and a short survey on initial feedback
- Virtual debrief held with ERT members 1 week after visit to discuss observations
- ERT members help process feedback from LEA leaders on draft observations (option to LEA for asynchronous or synchronous feedback)
- Debrief for LEA administrators, with option for asynchronous written feedback or synchronous feedback regarding CTE ERT observations
- ERT members review final post-visit report prior submission to the CTE Committee, AIB, and LEA leadership



Let's Discuss

What aspects of ERT visits are most valuable?

What else would improve visits and insights gained for the Committee?

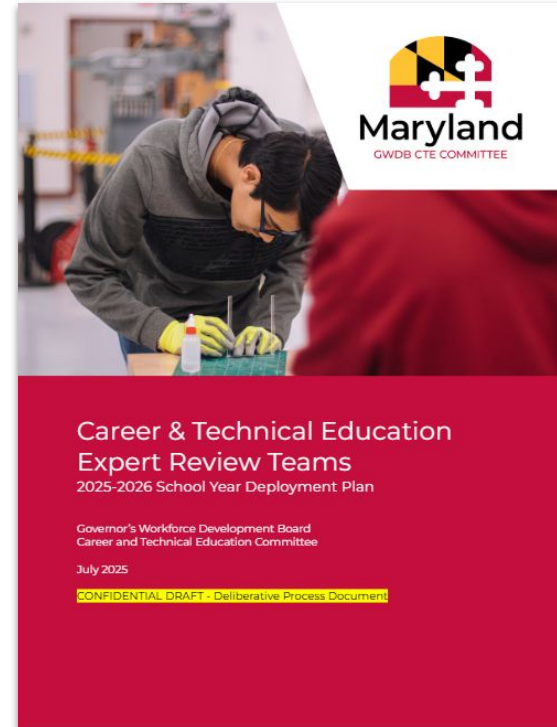
In the updated ERT Deployment Plan, do we engage CTE Directors and those in other district/LEA leadership roles the right ways for insights and discussion of challenges before, during, and after ERT visits?

What types of data should we prioritize collecting and analyzing in Phase 2 to strengthen our system-level insights?

Phase 2 will transition from discovery and “baseline-setting” to assessment, recommendations, and targeted assistance provision. What else do we need to learn, plan for, or test out during this last year of Phase 1 to prepare for Phase 2?

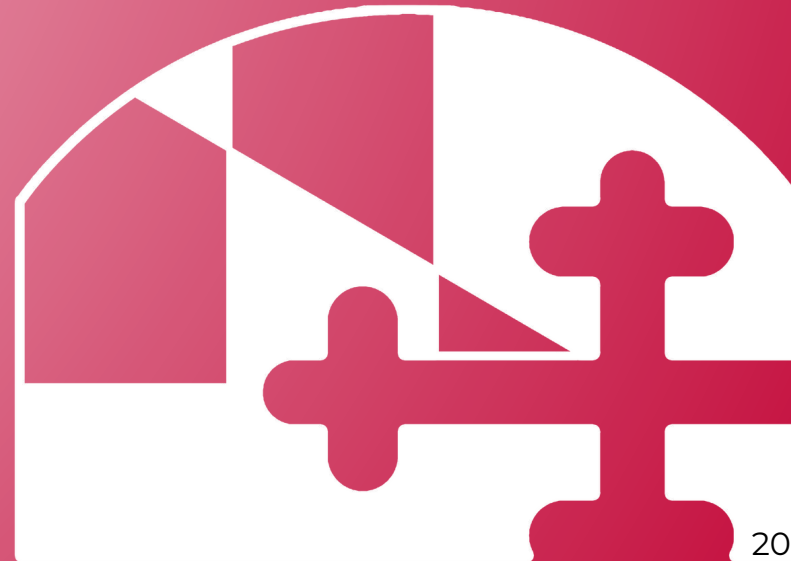
Motion to Approve

- ✓ 2025-2026 School Year CTE ERT Deployment Plan Submission to AIB





Perkins FY26 Budget Review



CTE Committee Role in Perkins



Purpose of MOU

- Collaborative administration between MSDE and the CTE Committee in a manner that supports the goals of the *Blueprint*
- Ensure that CTE programs are aligned with the State's economic development and workforce goals; informed by national and global best practices; and are providing students with the skills and knowledge they need to succeed in the modern economy and support employers' talent needs.

CTE Committee Role

- Coordinate with MSDE on the development of the four-year state plan components that align to the *Blueprint*
- Promote innovation in CTE through coordinating the design and selection of a portion of the Perkins Reserve grant allocation

Carl D. Perkins Allocation and Budget for CTE Programs

Office of College and Career Pathways

July 2025

Richard W. Kincaid

Carl D. Perkins Career and Technical Education Act (Perkins V)

The purpose of Perkins V is to **increase funding** for career and technical education for secondary and post-secondary institutions to **prepare students for the workforce.**

- First authorized by the federal government in 1984 and reauthorized in 1990 (Perkins II), 1998 (Perkins III), 2006 (Perkins IV), and **2018 (Perkins V)**
- Perkins V Continued Congress' commitment in providing nearly **\$1.4 billion annually** for career and technical education (CTE) programs
- **Perkins V** represents an opportunity to expand possibilities for **every student** to explore, choose, and follow **CTE programs of study** and career pathways to **earn credentials of value.**

Nine Required Uses of Federal Perkins Funds

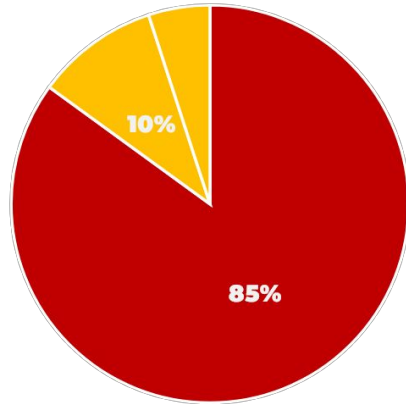
1. **Strengthen the academic and career and technical skills** of students participating in CTE programs by strengthening the academic and CTE components of such programs through the **integration of academics with CTE programs** using a coherent sequence of courses, such as CTE programs of study, to ensure learning in the core academic subjects and CTE subjects
2. **Link CTE at the secondary and postsecondary level**, including offering the relevant elements of not less than three CTE programs of study
3. Provide students with **strong experience in and understanding of all aspects of an industry**, which may include work-based learning experiences
4. Develop, improve, or expand the **use of technology** in CTE

Nine Required Uses of Federal Perkins Funds

5. Provide **professional development programs** to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs
6. **Develop and implement evaluations of the CTE programs** carried out with funds, including an assessment of how the needs of special populations are being met
7. **Initiate, improve, expand, and modernize** quality CTE programs, including relevant technology.
8. Provide services and activities that are of **sufficient size, scope, and quality** to be effective.
9. Provide activities to **prepare special populations**, including single parents and displaced homemakers who are enrolled in CTE programs, for **high-skill, high-wage, or high-demand** occupations that will lead to self-sufficiency

FY26 State Perkins Allocation - \$20,797,732.00

The Carl D. Perkins Grant is the financial engine that enables high quality, innovative career programming in Maryland.



■ Local Funds
■ State Leadership
■ State Administration

Local Funds – At Least 85% of Total State Allotment - \$17,678,072

- Formula-based (65% Secondary / 35% Postsecondary).
- Reserve Funds – Up to 15% of the 85% may be distributed in an alternative manner to local applicants – Maryland reserves 5%.

State Leadership – 10% of the Total State Allotment - \$2,079,773

- Includes \$60,000 to \$150,000 for services that prepare individuals for non-traditional fields (required)
- Up to 2% of allocation for serving individuals in state institutions (required)
- At least the lesser of 0.1% or \$50,000 for recruiting special populations to enroll in CTE (required).

State Administration – 5% of the Total State Allotment - \$1,039,887

- Up to 5% or \$250,000 whichever is greater. These funds must be matched by state funds.



Next Steps



Call to action - Each member [sign up](#) to join 1-2 CTE ERT visits for next school year by Friday, July 18!

- *Also open to members of the public who represent: LEA/School leadership; CTE teacher; employer; apprenticeship sponsor; trade union representative; Local Workforce Board staff or board member; community college representative; other State agencies*



Perkins Reserve Grant Review - Members (and staff subject matter experts) sign up to join our Perkins Reserve Grant Review team! (More details to follow)



Save the Date - Next CTE Committee Meeting on November 20, 2-4 p.m.