



Maryland

GOVERNOR'S WORKFORCE
DEVELOPMENT BOARD

CTE COMMITTEE

Quarterly Public Meeting | February 28, 2024

Welcome

- *Dr. Donald Boyd, Supervisor of Strategic Initiatives at Dorchester County Public Schools*

Montgomery County Public Schools

Career and Technical Education Committee Meeting

February 28, 2024

Host

Montgomery County Public Schools (MCPS)

Thomas Edison High School of Technology

12501 Dalewood Drive

Silver Spring, MD 20906



MCPS Overview



LARGEST DISTRICT

in Maryland



162 LANGUAGES

Our students speak



24,907 WORKFORCE

2023 number of employees



211 SCHOOLS

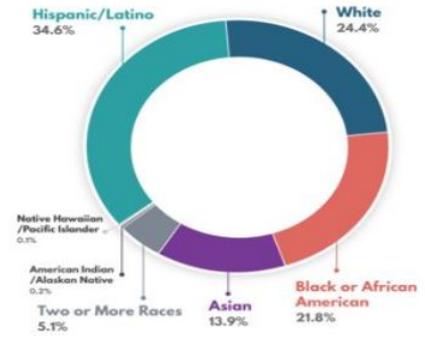
136 Elementary Schools / 40 Middle Schools / 25 High Schools / 5 Special Schools / 2 Early Childhood Centers / 2 Programs / 1 Special Service Program / 1 Technology High School



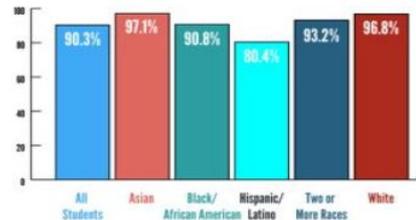
MCPS Students



**160,554
STUDENTS**



STUDENT DEMOGRAPHICS



GRADUATION RATES 2022

2023 data coming in March 2024



Connections with MCPS Priorities

[Link](#)



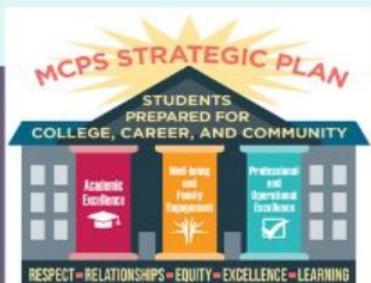
BLUEPRINT FOR MARYLAND'S FUTURE



[Link](#)



MCPS STRATEGIC PLAN



[Link](#)



MCPS PATHWAY TO CCCR



[Link](#)



ANTIRACIST SYSTEM ACTION PLAN



CTE by the Numbers in MCPS



- 11 Career Clusters
- 14 Program Advisory Committees
- 51 Programs of Study
- 25 comprehensive high schools with CTE programs
- 1 District Technical Center
- 2 District Regional Hubs
- 916 TSAs
- 19,299 Student Participants
- Dual Enrollment, Internship, and/or Apprenticeship Options



Focus on CTE in MCPS- Grows and Glows

- **3 Glows**

- Standing up Career Competencies with partners at Universities at Shady Grove and Montgomery College
- Coming Soon: P-Teach- Combining CDA CTE program with Associate Degree
- New BOE Resolution

- **2 Pros**

- WorkSource Montgomery
- Educators Cooperative

- **1 Grow**

- Securing Employer Sponsored Apprenticeships



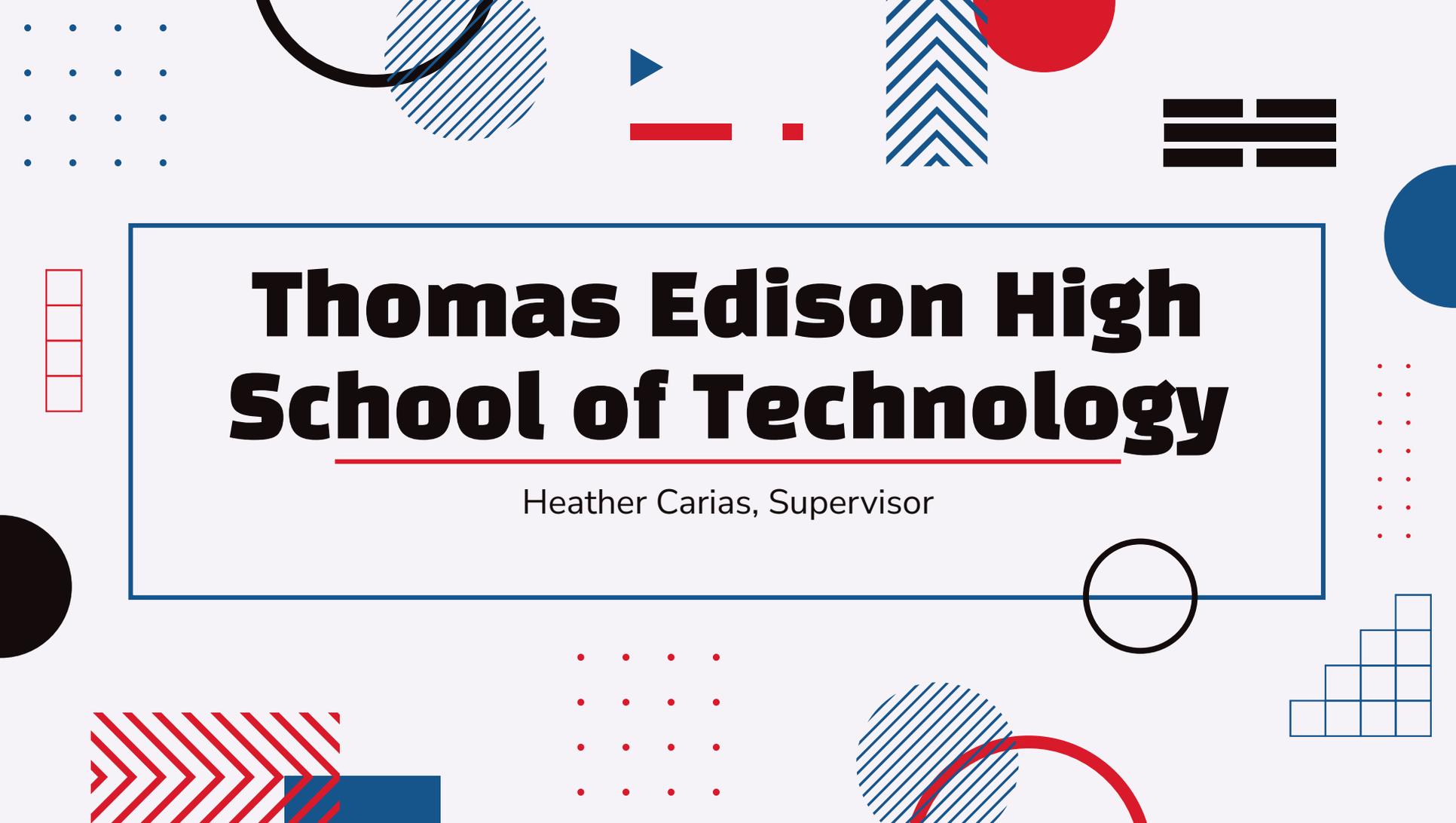
Summary of Thoughts

- ❖ Career and Technical Education access and options must be prioritized.
- ❖ College, Career, AND Community Readiness is critical for all students
- ❖ Meeting the 45% IRC Blueprint goal by 2030-2031 will take innovation and support of the CTE Committee.



Questions





Thomas Edison High School of Technology

Heather Carias, Supervisor

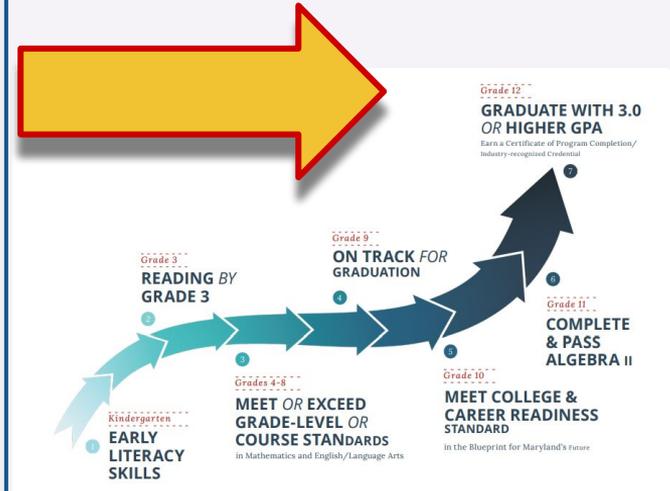
Mission & Vision

VISION

The TEHST community shares a passion for learning that develops tangible transferable CTE skills so students succeed in the challenge of the moment.

MISSION

TEHST students experience high quality rigorous instruction that promotes self reliance in problem solving, application of technical language, and avenues to add value to their chosen profession. Students enhance their high school experience through participating in career opportunities, earning professional certifications, and developing as leaders in their field.



Our Goals & The Dashboard

Performance Goals

- Certifications Earned
 - By June 16, 2024 100% of students will complete testing requirements for industry-level certification with a passing rate of at least 75%. SpEd and EML will perform at the same level as students not in those categories.
- Quarter Grades Earned
 - By the end of each quarter, at least 90% of all students will have received a C or better. SpEd and EML will perform at the same level as students not in those categories.
- Program Retention
 - Each program will retain 90% of students enrolled after the 25th day through to completion of MSDE program requirements by encouraging passion in the field, growth mindset, and utilizing interventions.

Culture Goals

- SkillsUSA
 - 100% of teachers will align SkillsUSA competencies with their curriculum and provide all students with opportunities to compete in an area of expertise and gain meaningful feedback from a racially, culturally and linguistically diverse group of industry-professionals.
 - 100% of students will compete in a SkillsUSA competition, with an increase in the number of technical competitors from 55% to 70% per program.

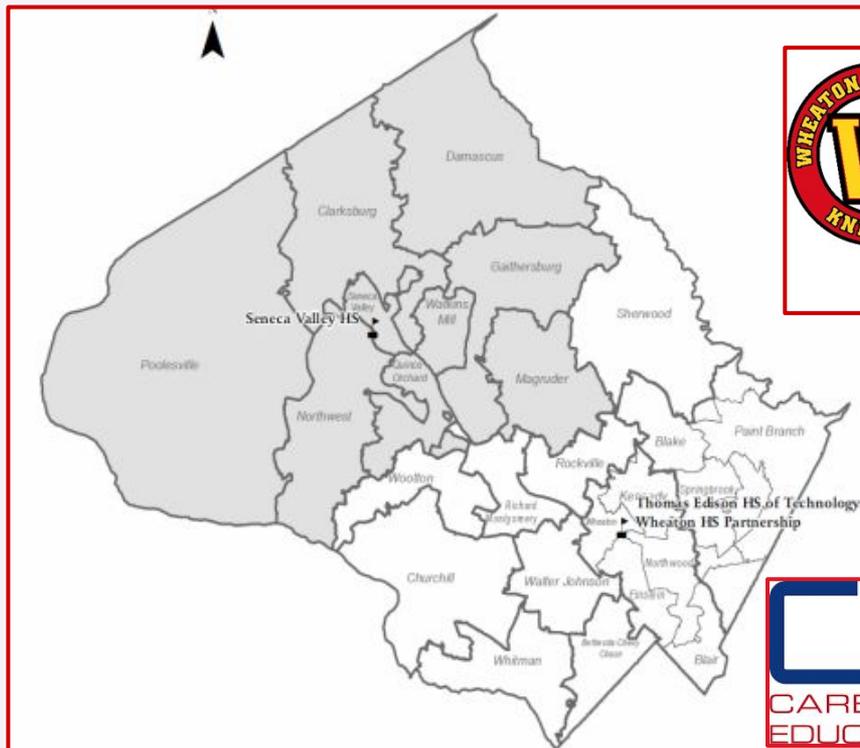
| School Year 2023-2024 Instructional Dashboard

[SY24 Goals](#) [Edison Calendar](#) [Meeting Agendas](#) [SkillsUSA](#) [SLO Guidance PPT](#)

Program	Classroom Profile	Annual Plan ('Backwards Map')	Program Data Tracker	Student Learning Objective (SLO) SLO ...	Data Reflection & Action Planning Organizer
AUTOMOTIVE PROGRAMS					
Auto Tech I Bergmann <ul style="list-style-type: none">• Program Slides• Syllabus• Open House	Profile AM Profile PM	Auto Tech I_Be...	Auto Tech I...	Year-Long Auto ...	Auto Tec...
				Short-Term Berg...	



Our Community



Regionalization

- 'Lower 16' (n=903)
- 'Up-County' (n=39)

Programs Attended

- AM or PM Half-Day Program
- Wheaton-Edison Partnership
 - Single-period CCMA & FBCT
 - Double-Period Architecture
- CREA
 - GED Prep/ESOL
 - Part-Time CTE

Our Students



Total Enrollment

- 942 students

Demography

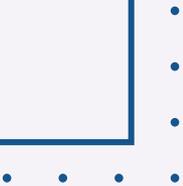
- 188 students (20%) with IEPs
- 195 EMLs (21%)
- 525 FARMS (56%)

Race/Ethnicity

- AA: 201
- AI: 1
- AS: 63
- HIS: 545
- AI: 1
- WH: 105
- MULTI: 26

Programs by Cluster

Auto (191)	Construction (275)	Health & Human Services (476)
Automotive Technology Auto Collision and Repair	HVAC Plumbing Carpentry Masonry Electricity Architecture	Cybersecurity Network Operations Health Professions Hospitality & Tourism Professional Restaurant Management Cosmetology Law Enforcement & Leadership Graphic Design



All Edison Programs Offer...

**Culminating Events/
Work-Based
Learning**

Ex. Computer and
Auto Sales, Clinical
Rotations...

**Certification Prep &
Testing**

Ex. COMPTIA Security+,
CNA, ASE...

**College Credit
Opportunities**

Ex. dual-enrollment
courses, articulated
credit...

Shared Elements

Career Fairs & Business Partner Networking* Field Trips * SkillsUSA
Program Completer Ceremony

Career Counseling



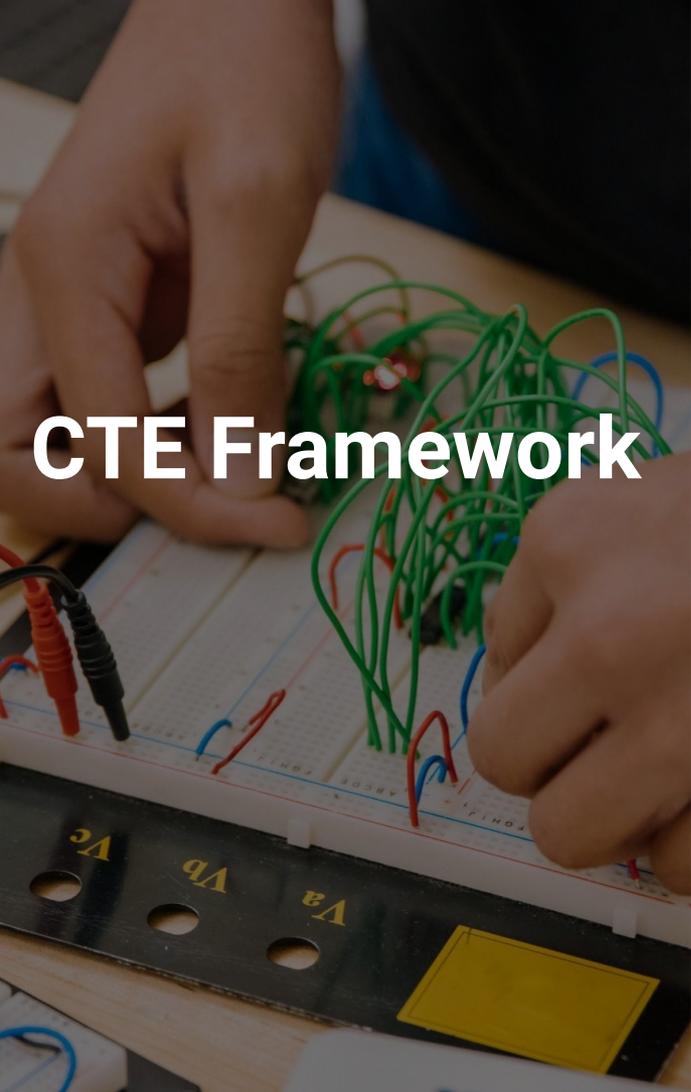
- *Purpose: provide every student in middle and high school with individualized career counseling services*
 - *Collaborative agreement between LEA, LWDB, and local Community College*
- Convening held February 9, 2024
 - 150 attendees
 - Representatives from all 24 LEAs, 13 LWDBs, and 14 Community Colleges
 - First year focused on implementation

Goals of the Pilot Visit

- Understand the current state of CTE programming in the district:
 - Current plans for strengthening existing CTE programs
 - Challenges
 - Identify best practices
- Pilot a visit structure and tools

What Will This Pilot Visit Look Like?

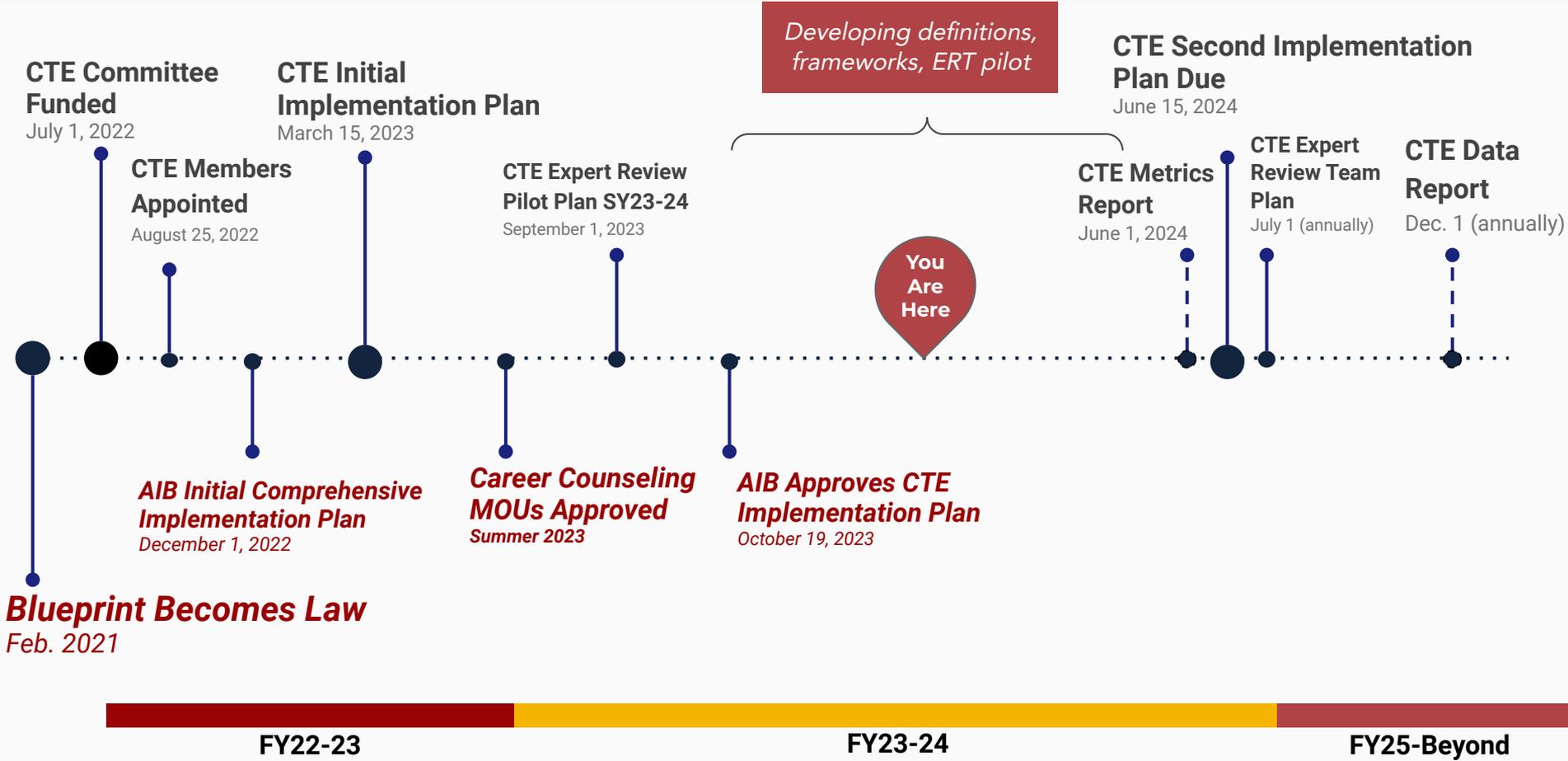
- Full-day visit with 10 ERT members
- Visiting Kent Island High School and Queen Anne's County High School
 - CTE Lead & Administrator Meetings
 - Focus Groups
 - Classroom visits
- Date and location for the next planned visit is TBD



CTE Framework

- *Blueprint Requirement: CTE Committee shall develop a statewide framework for CTE that prepares students for employment in a diverse, modern economy*
- Working with MSDE and Advance CTE to develop a Statewide CTE Framework in spring 2024

CTE Committee Timeline



Blueprint Goals

These goals define the transformative change that AIB and state and local education leaders and stakeholders are working to accomplish for Maryland students, educators, and communities through the Blueprint's implementation.

- *AIB Updated Comprehensive Implementation Plan, August 2023*

1

Increase in the rate of students—
and reduction of gaps among student groups—
entering kindergarten who are on track to successfully
graduate on time and move on to postsecondary education,
training or well-paying jobs by FY 2032

2

All Maryland students
graduate CCR by FY 2032

3

Achievement gaps are reduced if
not eliminated across all grades and
student groups and LEAs by FY 2032

4

Participation in post-CCR pathways increases equitably
across all student groups, and 45% of high school graduates
earn valuable CTE industry credentials or complete high school
level of registered apprenticeship by FY 2032

5

Remediation rates in Maryland community colleges
across all student groups and colleges
are reduced by FY 2032

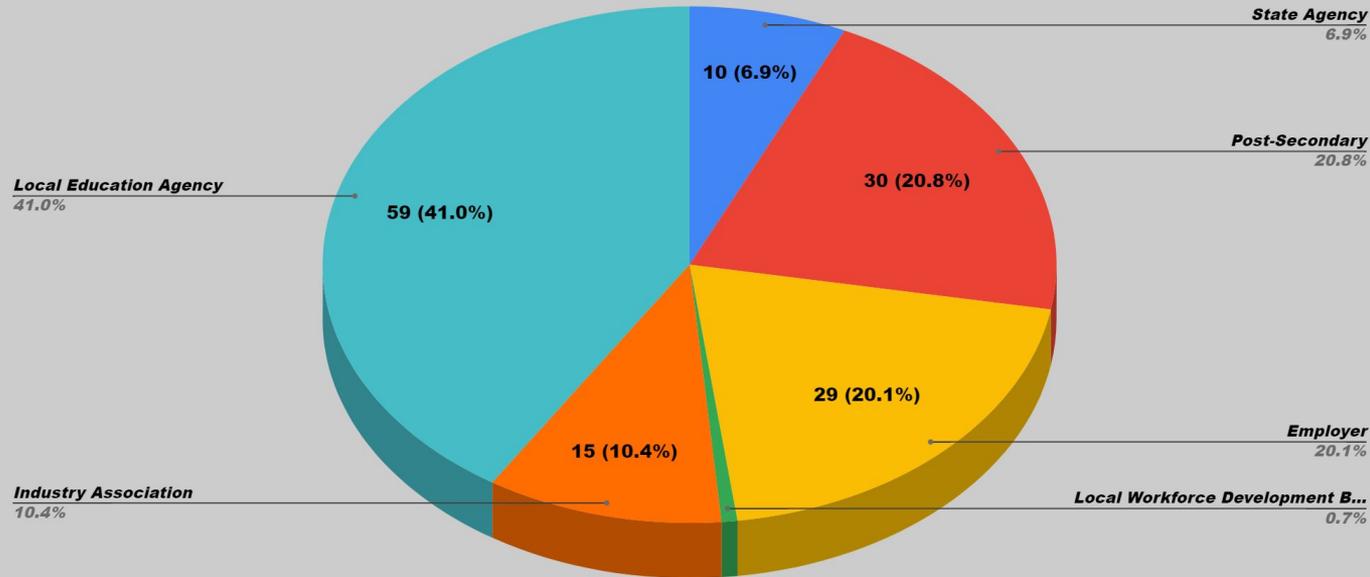
A photograph of a modern conference room with a red overlay. The room features a large table, several office chairs, and a projector mounted on the ceiling. Large windows are visible in the background. The text 'Industry-Recognized Credentials' is overlaid in white on the left side of the image.

Industry- Recognized Credentials

- Collaboration with MSDE
- Reviewed best practices across the U.S.
- Phased approach with public feedback
- Public presentations and open survey
 - Outreach to over 300 stakeholders
 - Over 140 survey responses

IRC | Survey Results

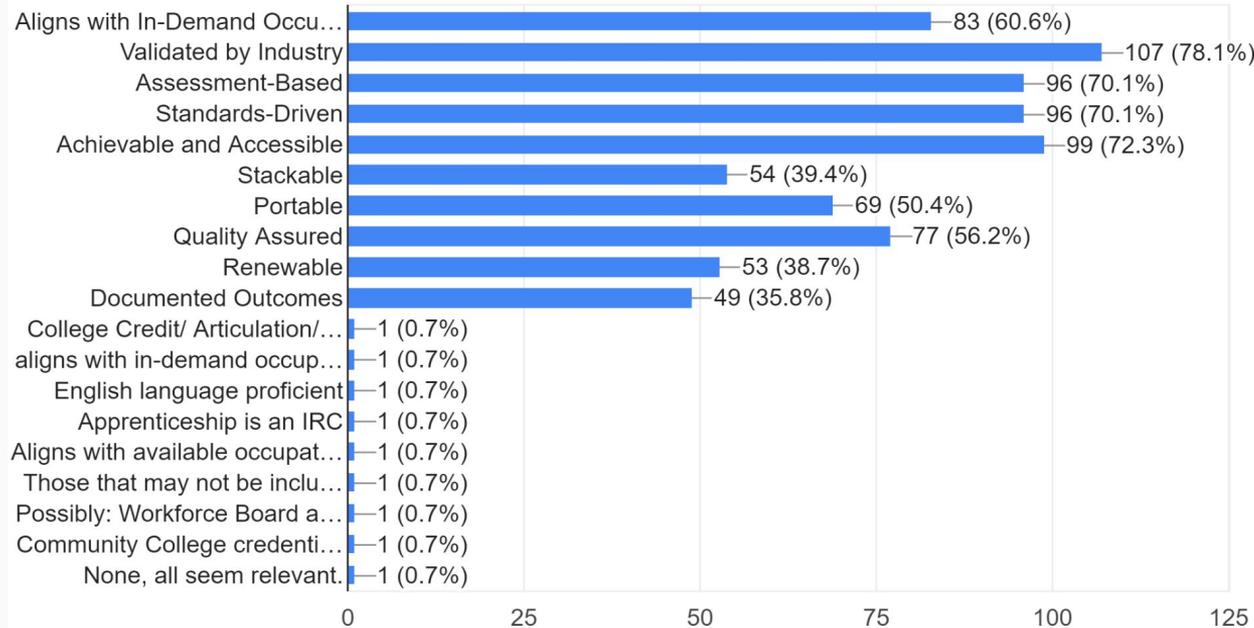
Count of Organization Type



IRC | Survey Results

It is possible that not all 10 criteria would be required for an IRC to be approved. Which characteristics do you think should be part of the ...nts to be approved as an IRC? Check all that apply.

137 responses



An industry-recognized credential (IRC) is a formal validation of an individual's skills and/or competencies that align with state or regional in-demand occupations and is recognized by industry and employers. It includes a certification, license, or credential that is obtained through an assessment process, is portable, and may be stackable. The IRC leads to documented positive employment outcomes, ensures relevance to the labor market, and supports career advancement and economic development.

IRC | Core Criteria

1. **Aligns with In-Demand Occupations:** The credential is associated with occupations that are in high demand or emerging within Maryland as defined by the Governor's Workforce Development Board (GWDB) using state labor market data and employer feedback, or as defined as a regional need or emerging credential by the local workforce development board.
2. **Provides Documented Outcomes:** There is evidence of positive employment and wage outcomes for individuals who have obtained the IRC, demonstrating its effectiveness in contributing to workforce readiness and economic advancement.
3. **Validated by Industry:** The credential is recognized by multiple employers within an industry sector and is developed or endorsed by industry associations when applicable, ensuring its relevance and value in the job market.

4. **Assessment-Based:** The credential is awarded upon successful completion of an assessment process that may include written, oral, or performance evaluations, demonstrating the individual's mastery of specific knowledge, skills, and abilities required for a particular occupation or skill area.
5. **Standards-Driven:** The credential is based on industry-accepted standards for skills and competencies, ensuring that it reflects the current needs and practices of the relevant industry.

6. **Attainable and Accessible:** The credential is attainable by high school students through secondary, postsecondary, or other training programs and is accessible to a wide range of learners, including special populations, to support equity and inclusion in access to attainment of industry-recognized credentials
7. **Portable:** The credential can support employment in more than one region of the state and, where applicable, outside the state.

IRC | Criteria Preferred, Not Required

It is *preferable* for the industry-recognized credentials to also meet these additional criteria, but these are not a requirement for approval:

8. **Stackable:** The credential can:
 - be transferred seamlessly to postsecondary work through acceptance for credit or hours in core program courses at an institution of higher education;
 - be counted toward hours in an aligned Registered Apprenticeship program; or
 - be part of a prescribed coherent sequence of industry-recognized credentials that show progressive skill development and qualify credential earners for professional advancement within their industry.
9. **Renewable:** Where applicable, the credential is renewable, requiring holders to engage in continuous learning or re-assessment to maintain the credential's status and relevance.



Review Process for IRCs

Step 1: Data Collection and Analysis

Step 2: Labor Market Information (LMI) Review

Step 3: Collaboration with the CTE Committee

Step 4: Stakeholder Engagement

Step 5: Decision Making and Implementation

Step 6: Communication and Support

IRC | Application Process

Date	Description
August 1-October 31	Online application window for new industry-recognized credentials
November	MSDE reviews each submission
December	MSDE prepares submission packages for each industry-recognized credential application
January	CTE Committee to approve or not approve each IRC package provided to them by MSDE. Once a formal determination is made, MSDE will notify the requesting entity of the status. Each approved IRC will be added to the state-approved IRC roster on July 1 st for use in the upcoming school year.
July 1	MSDE will publish the annual State Approved Industry-Recognized Credential list.



Apprenticeship

By the 2030-31 school year, 45% of public high school graduates will have completed the high school level of a Registered Apprenticeship or another industry-recognized credential by the time of graduation...

To the extent practicable, the CTE Committee shall ensure that the largest number of students achieve the requirement of this subsection by completing a high school level of a Registered Apprenticeship.

High School Level of Registered Apprenticeship

To support this goal, the CTE Committee will:

1. Define the Blueprint's "high school level of a Registered Apprenticeship" as completing the high school portion of a **School-to-Apprenticeship (STA)** program;
2. Require meaningful steps be taken to rapidly expand STA as the preferred method for fulfilling the Blueprint's 45% goal, with other industry-recognized credentials supporting the goal when an STA is not available for an in-demand occupation; and
3. Count Apprenticeship Maryland Program (AMP) Youth Apprenticeships, which is not a Registered Apprenticeship, toward the Blueprint's 45% goal when the youth apprentice earns an industry-recognized credential (IRC), or credit toward an IRC, as defined by the CTE Committee.



Apprenticeship Process

- Collaboration with partners
- CTE Committee vote to approve initial draft framework
- Issue guidance and open for public feedback
- Final guidance to be reviewed at May meeting

Strategic Vision



Maryland GOVERNOR'S WORKFORCE DEVELOPMENT BOARD
Maryland STATE DEPARTMENT OF EDUCATION

Career and Technical Education: Industry-Recognized Credentials

State-Approved Credentials, Approval and Review Process, and Implementation Guidebook

CTE Committee, Governor's Workforce Development Board
Office of College and Career

Spring 2024



Maryland GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

Apprenticeships for High School Students in Maryland

Framework for Apprenticeships for High School Students Under the *Blueprint for Maryland's Future*

CTE Committee, Governor's Workforce Development Board

Spring 2024

DRAFTING

CTE Framework

Developing

ERT Plan SY24-25

Developing

Statewide Goals Report

Developing

Second Implementation Plan

→

Blueprint Strategic Vision for CTE

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