CTE COMMITTEE

June 26, 2024

Opening Remarks

Myra Norton, Chair

Welcome New Member

Myra Norton, Chair

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Roll Call

Molly Mesnard, Deputy Director, CTE Committee

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

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CTE Expert Review Team (ERT) Program

John Strickland

ERT Manager, CTE Committee

Jackie Kraemer

Director of Policy Analysis and Development, NCEE

CTE Expert Review Teams

- Created by the *Blueprint for Maryland's Future* legislation

- Based on practices of high-performing systems where experts visit schools to deeply understand their context, offer support, inform overall policy

- Aim is to monitor Maryland's progress in:
  - Creating a robust CTE system
  - Graduating 45% of high school seniors who complete the high school level of a Registered Apprenticeship or another industry-recognized credential

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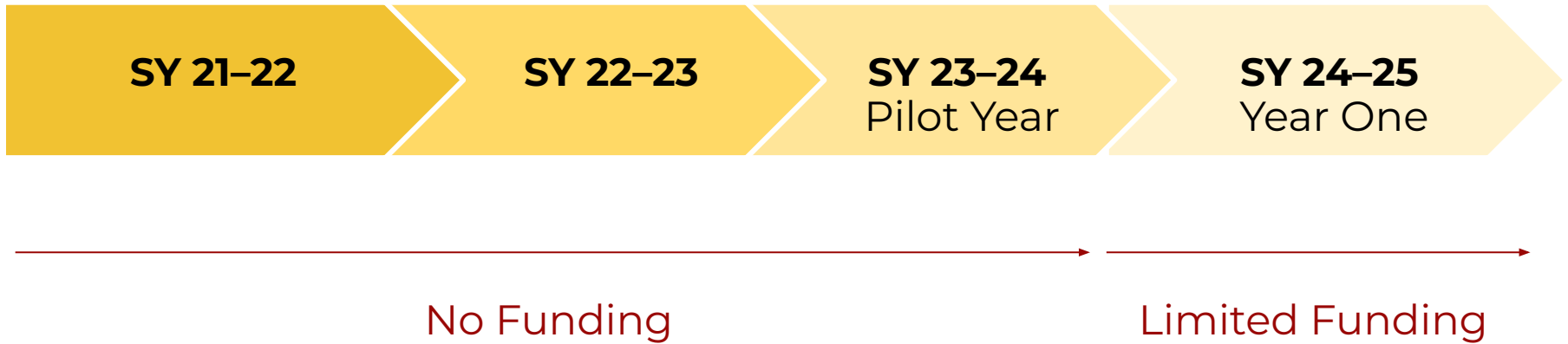DEVELOPMENT BOARD

Additional Roles of CTE ERTs

- Provide recommendations to schools/LEAs based on visits, prioritizing schools/LEAs that are not making adequate progress
- Report on progress across schools and LEAs to the CTE Committee and State and make recommendations about how to better support them
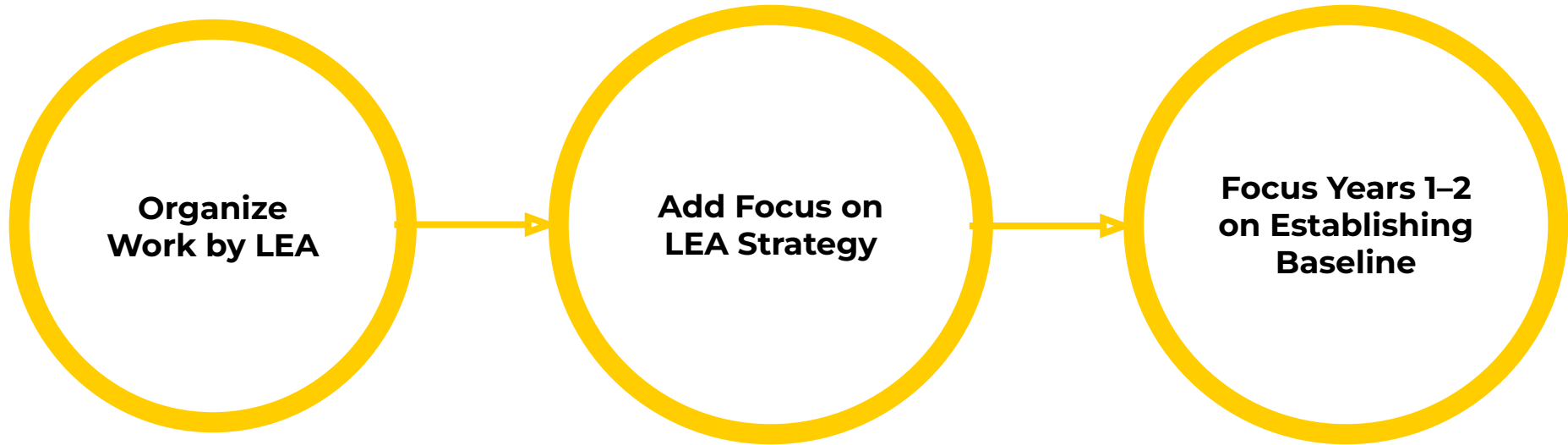- Advise AIB if LEAs are not prioritizing Blueprint goals in CTE planning

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CTE ERT Program Funding

Funding

SY 21–22	SY 22–23	SY 23–24 Pilot Year	SY 24–25 Year One

No Funding   Limited Funding

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CTE ERT Strategy

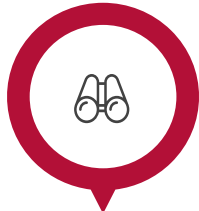**Organize Work by LEA** → **Add Focus on LEA Strategy** → **Focus Years 1–2 on Establishing Baseline**

Enables:
- Return visits to LEAs
- Time for CTE Committee to finalize state guidance/definitions to assess LEA and school progress

Pilot Year Activities

PLANNING

- Proposed program design
- Met LEA CTE staff
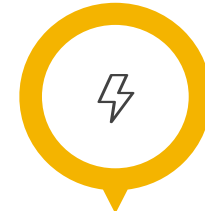- Developed tools and template
- Gathered data and background info

PILOT VISITS

- Identified pilot LEAs
- Identified pilot teams
- Team training
- Conducted 2 visits
- Refined tools and protocols

ANALYSIS

- Developed LEA reports with recommendations
- Identified initial state level issues

PLAN DEVELOPMENT

- Developed deployment plan for SY24–25, based on pilot year experience

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1) Understand CTE system in the LEA

Plans for Expanding/Updating
Existing Programs and
Creating New Ones

Current Challenges

Strengths and
Best Practices

2) Pilot proposed visit structure, team structure, and tools

Spring 2024 Pilot Visits

LEAs
- Queen Anne's
- Anne Arundel

Structure
- 1 Full School Day
- 2 Schools
- Focus Groups
- Classroom Visits

◉ Orientation
◉ Debrief

Focus Groups
- CTE LEA Staff
- Administrators
- CTE Teachers
- CTE Students
- School Counselors
- Career Coaches
- WBL Staff

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Pilot Visit Team Members

CTE Committee Staff

MSDE Staff

LWDB Staff

NCEE Staff

CTE Committee Members

CTE Director

Blueprint Coordinator
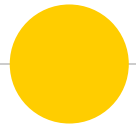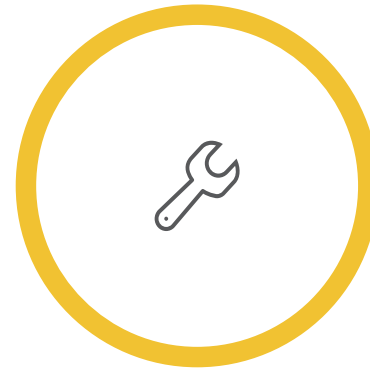
Pilot Visit Participant Perspectives

CTE ERT Deployment Plan
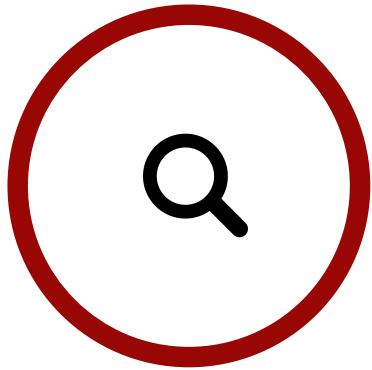
Overall Strategy SY 24–31
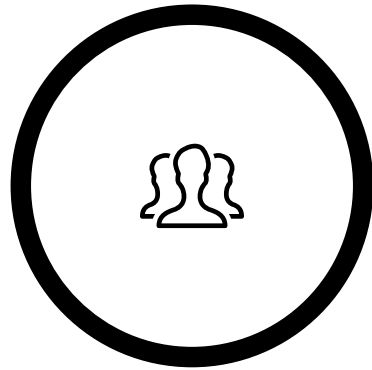
Detailed Plan for SY 24–25

Based on Pilot Experience and FY25 Budget

Update Annually

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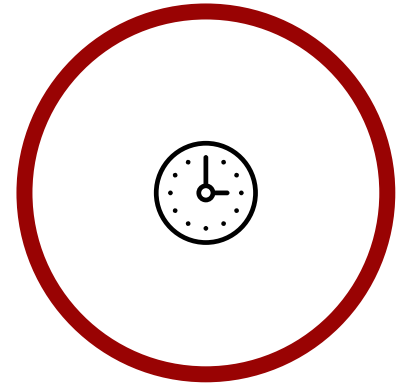
Phases SY 2024–2031

PHASE 1 SY 2024–2026	Visit representative set of schools in each LEA (24)
	Collect data that will enable CTE Committee to characterize where LEA is and establish benchmarks; identify best practices to share
PHASE 2 SY 2026–2028	Assess alignment to CTE Framework and other guidance
	Monitor progress; address schools/LEAs not making sufficient progress
	Tailor visits to focus on key issues (i.e., Registered Apprenticeships, specific industries/CTE pathways and/or programs)
PHASE 3 SY 2028–2031	Assess progress toward *Blueprint* outcomes

Goals of Phase 1

Phase

1

SY 2024-2026

- Visit representative set of schools in each LEA - visit schools in all 24 LEAs over two years
- Collect data to:
  - Enable the CTE Committee to characterize state baseline: enrollment, completion, IRC attainment, work-based learning participation, apprenticeship opportunities, program capacity (including variation across districts and student populations)
  - Determine how to identify schools/LEAs where "student progress is insufficient toward successful completion of the CTE pathway"
  - Determine available data to assess alignment with CTE Committee guidance and definitions
  - Identify best practices

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SY 2024–2025 Visit Schedule

✓ LEA Selection

- Target is 7 visits in the Fall and 6 visits in the Spring
- Mix of small LEAs and larger LEAs

✓ School Selection

- Select 2 representative schools in each LEA; 26 total schools
- Work with the LEA CTE point person to make selection

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SY 2024–2025 Team Members

✓ Priority Members

- 1–3 CTE Committee Staff
- 1 CTE Teacher
- 1 School Leader
- 1 Employer, trade union representative, and/or apprenticeship sponsor

✓ Optional Members

- CTE Committee Member or Designee
- LEA CTE Director or lead staff from a neighboring LEA
- Local Workforce Development Board representative (staff or board member)
- Local Community College representative
- MSDE representative
- AIB representative

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SY 2024-25 Program Components

- Similar to the Pilot Visit structures
- Includes Orientation (inc. data and background info), Visit, Debrief, Visit Analysis, Post-Visit Reports
- Refinements made since pilot:
  - Adjusted time distributions for different focus groups
  - Reduced classroom visit time
  - Adapted introductions for different groups
  - Pared down interview questions and focused more on key issues for each group
  - Refined list of key data to collect
  - Extended orientation and background info for larger LEAs
  - Invited neighboring LEA CTE Directors/Teachers to join

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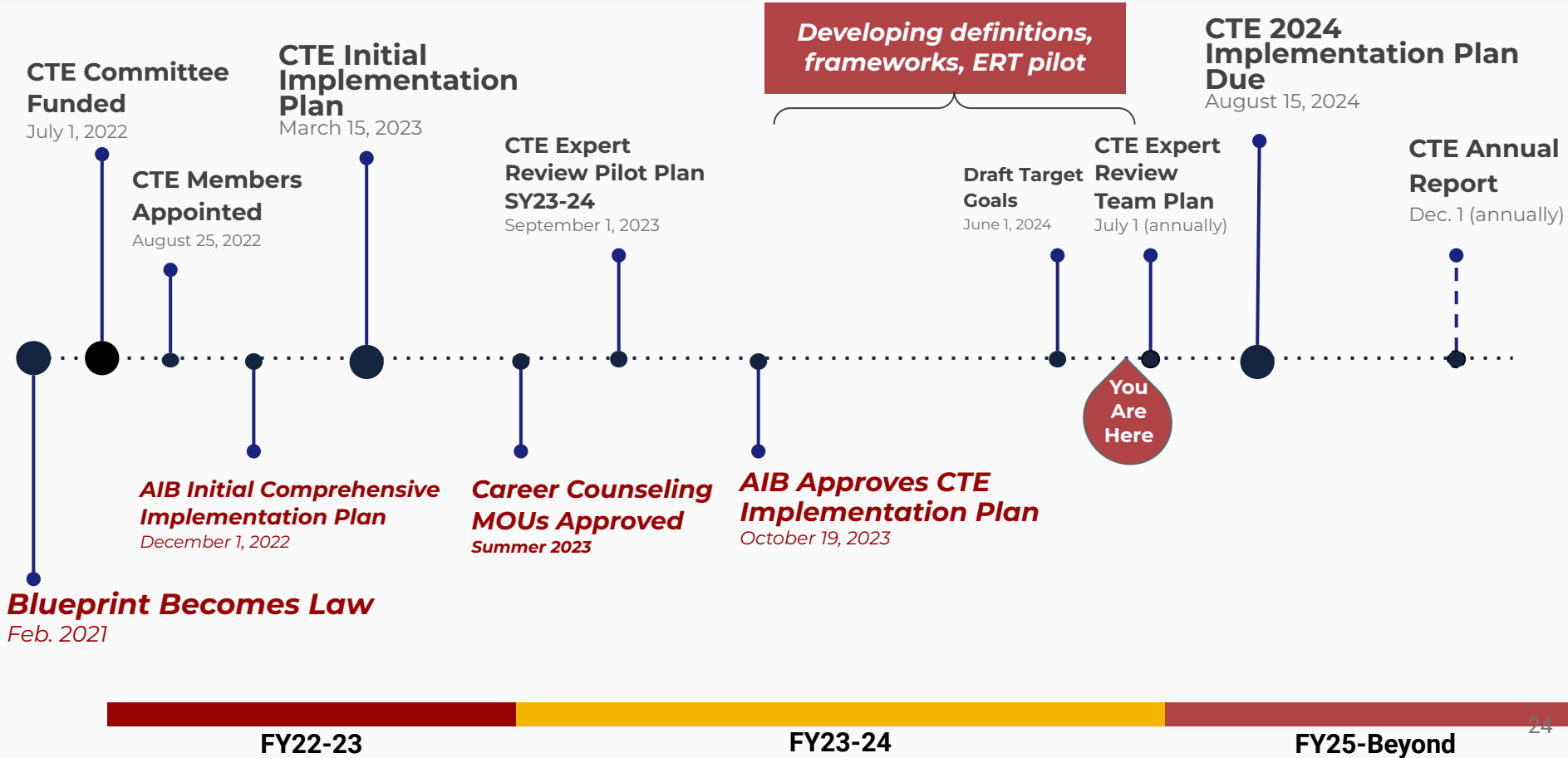GOVERNOR'S WORKFORCE
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Considerations for SY 2024–25

- Do we need to visit a third school in larger districts?
- Should we prioritize visiting districts across the state or visiting in regional clusters?
- Do schools have all the data we hope to collect?
- Is the current staffing allocation adequate for visits FY26 and beyond?
- Which ERT members should join all visits, and which should rotate?
- What's the right balance between industry representatives and local employers on the teams?
- Will employers be able to join full-day or multi-day visits?
- Will CTE teachers be able to qualify for professional leave to join visits?
- What is the right level of recommendations we can provide based on a one-day visit?

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Questions and Discussion

CTE Committee Timeline

CTE Committee Funded
July 1, 2022

CTE Members Appointed
August 25, 2022

CTE Initial Implementation Plan
March 15, 2023

CTE Expert Review Pilot Plan SY23-24
September 1, 2023

Developing definitions, frameworks, ERT pilot

CTE 2024 Implementation Plan Due
August 15, 2024

Draft Target Goals
June 1, 2024

CTE Expert Review Team Plan
July 1 (annually)

CTE Annual Report
Dec. 1 (annually)

You Are Here

AIB Initial Comprehensive Implementation Plan
December 1, 2022

Career Counseling MOUs Approved
Summer 2023

AIB Approves CTE Implementation Plan
October 19, 2023

Blueprint Becomes Law
Feb. 2021

FY22-23

FY23-24

FY25-Beyond

24

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