Maryland

GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

CTE COMMITTEE

Public Meeting | November 29, 2023
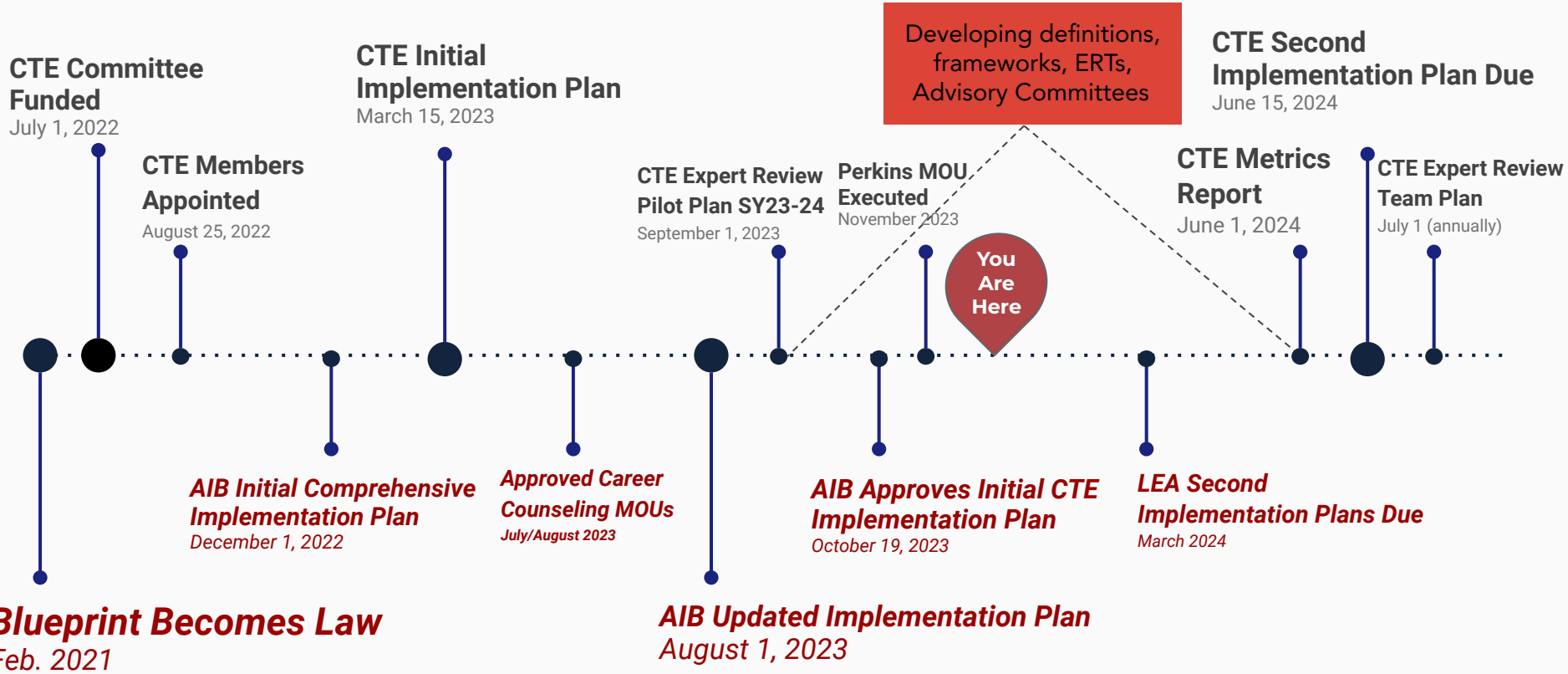
Thank You

Maryland Department of Commerce, Secretary Anderson

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Agenda

- CTE Committee Project Plan
- Updates
  - Expert Review Teams (ERT)
  - Occupational Skills Standards
- Career Preparation Expansion Act Report
- Defining Industry-Recognized Credentials

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

Perkins MOU Executed
November 2023

Developing definitions, frameworks, ERTs, Advisory Committees

You Are Here

CTE Second Implementation Plan Due
June 15, 2024

CTE Metrics Report
June 1, 2024

CTE Expert Review Team Plan
July 1 (annually)

AIB Initial Comprehensive Implementation Plan
December 1, 2022

Approved Career Counseling MOUs
July/August 2023

AIB Approves Initial CTE Implementation Plan
October 19, 2023

LEA Second Implementation Plans Due
March 2024

Blueprint Becomes Law
Feb. 2021

AIB Updated Implementation Plan
August 1, 2023

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CTE Committee Meetings 2024

- Hosted at various LEAs, to include tours

- Quarterly

- Dates and locations to be posted soon (www.gwdb.maryland.gov/ctecomm)

CTE Committee Project Plan

Lateefah Durant

Strategic Facilitator for the CTE Committee

CTE Committee Project Plan for FY24

CTE Committee Deliverables	Begin Date	Completion Date

1. Provide Foundational Guidance to Stakeholders
    a.Industry-Recognized Credential Definition and Criteria
    b.High School Level of a Registered Apprenticeship
    c.Additional Guidance to be provided throughout the year
	10/25/2023	6/30/2024

2. Establish Career and Technical Education Framework	1/1/2024	5/1/2024
3. Develop Skills Standards Advisory Committee Framework a. Focus on Committee Processes, Role, and Membership	7/1/2023	3/1/2024
4. Determine Expert Review Team Deployment Strategy	8/1/2023	2/15/2024

CTE Committee Project Plan for FY24 (continued)

CTE Committee Deliverables	Begin Date	Completion Date

5. Develop Annual goals to reach 45%
    a. Determine what counts to meet the 45% goal
    b. Determine how to collect the data and analyze the data
	3/1/2024	6/1/2024

6. Align the work of the CTE Committee and the Perkins State Plan	11/15/2023	2/15/2024

7. Submit CTE Committee Reports
    a. Develop and Submit Annual report to AIB
    b. Develop and Submit 2nd Implementation Plan
    c. Develop and Submit State Goals
    d. Develop and Submit Expert Review Team (ERT) Deployment Plan
	2/1/2024	6/15/2024

8. Monitor the progress of Career Counseling Implementation	11/1/2023	6/30/2024

CITYWORKS

CTE Committee - Deliverable Timeline

	FY24 Q2			FY24 Q3			FY24 Q4			FY25 Q1		
	October	November	December	January	February	March	April	May	June	July	August	September
Foundational Guidance to Stakeholders	IRC Framework											
Establish CTE Framework												
Develop SSA Committee Framework												
Determine ERT Deployment Strategy												
Develop Annual Goals to reach 45%												

CTE Committee - Deliverable Timeline (continued)

	FY24 Q2			FY24 Q3			FY24 Q4			FY25 Q1		
	October	November	December	January	February	March	April	May	June	July	August	September
Perkins Plan Alignment with CTE Committee												
Submit CTE Committee Reports					▲	▲			▲			
Career Counseling Implementation												

Expert Review Teams (ERTs)

John Strickland

Expert Review Team Manager

ERT Update

1. LEA Visits
2. Spring 2024 Visits
3. SY 2024-2025 Visits

LEA Visits

- **Worcester**
- **Somerset**
- **Wicomico**
- **Dorchester**
- **Caroline**
- **Talbot**

- **Queen Anne's**
- **Kent**
- **Cecil**
- **Anne Arundel**
- **Charles**
- **Harford**

CTE LEA Staff

- **Passionate**

- **Committed**

- **Want to Engage**

North Point High School

- Culinary teacher
- School bus converted into food bus
- Grab and Go for staff
- Cater large and small events

North Harford High School

- Natural Resources/Ag Sciences
- Seat 455 students
- 4 strands in the program
- Partner with over 200 businesses and individuals within Ag industry

ERT Spring 2024 Proposed Visits

- 2 District Visits - 1 Full Day Each
  - 1 centrally located medium to large
  - 1 rural small to medium
  - Between February and April
- Possible Team on Visits Include:
  - CTE Committee staff
  - NCEE staff
  - CTE Director/Leads
 - Interested CTE Committee members

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ERT SY 2024-2025 Visits

- Baseline visits

- As many of the 24 LEAs as possible
    - Gain insight and overview of districts
    - Use developed tools to obtain information & data
    - Depends on funding and budget

Occupational Skills Standards

- Developed information on occupations not requiring a BA degree that are projected to yield the highest number of job openings in Maryland over the next 8 years

- Ranked these occupations in terms of job openings

- Determined whether existing CTE courses are relevant to these occupations

- For selected occupations, began looking at recently developed competency-based standards by the Urban Institute
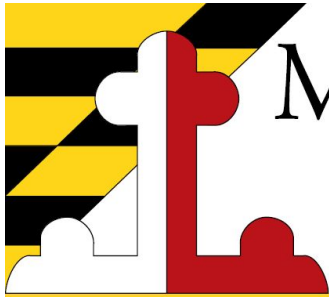
MLDS Center
Maryland Longitudinal Data System

Better Data • Informed Choices • Improved Results

Career and Technical Education Committee

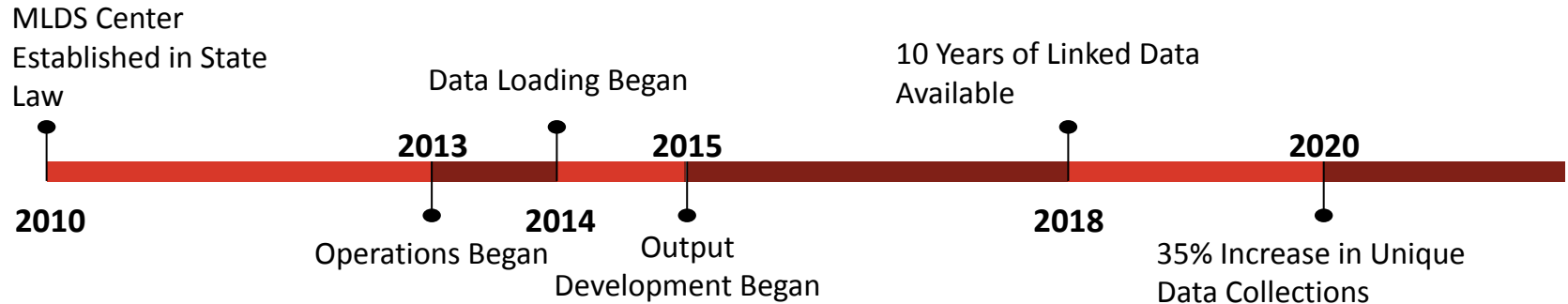**Career Preparation Expansion Act Report**

November 29, 2023
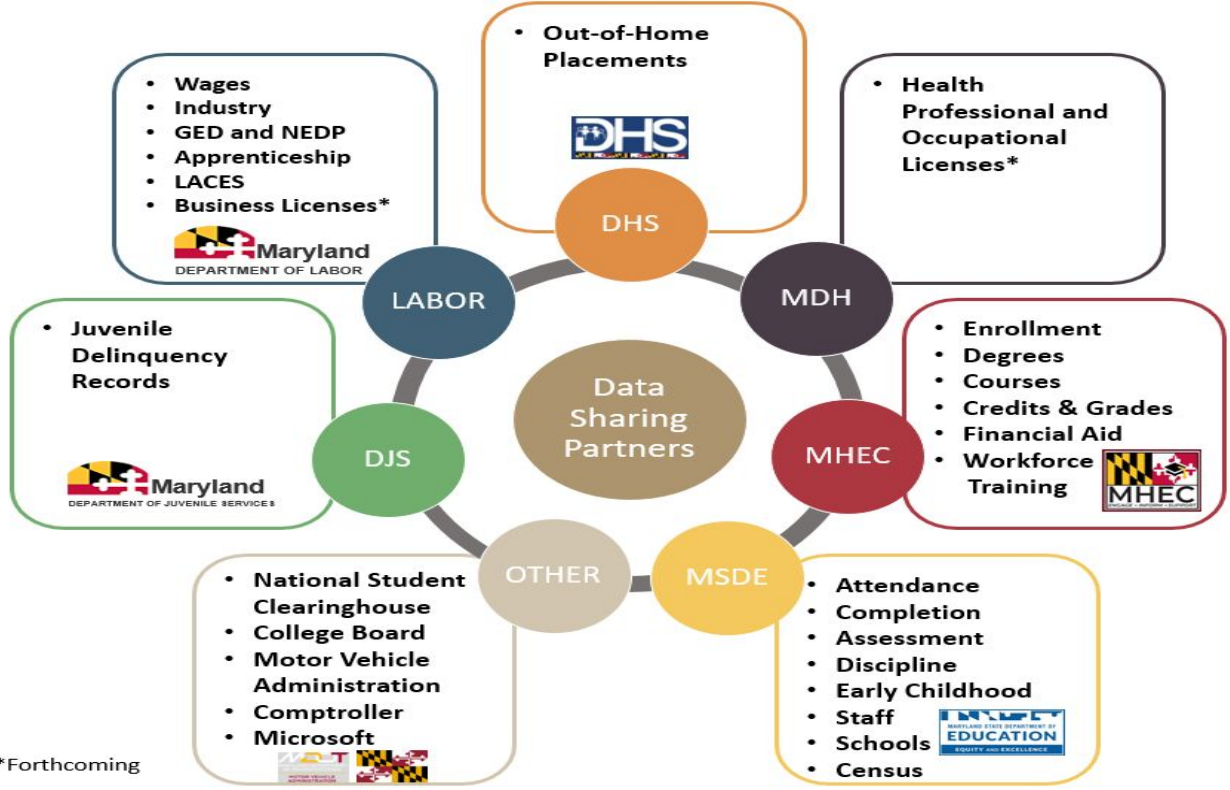
Ross Goldstein
Ann T. Kellogg, Ph.D

WHAT does the MLDS Center do?

- **Independent state agency** that **develops** and **maintains** a data system containing student and workforce data from all levels of public education and the State's workforce.

- **Generate timely and accurate information** about **student performance** that can be used to **improve the State's education system and guide decision makers at all levels**.

MLDS Center Established in State Law

Data Loading Began

10 Years of Linked Data Available

2013

2015

2020

2010

2014

2018

Operations Began

Output Development Began

35% Increase in Unique Data Collections

WHAT Data are Collected?

MLDS Data Delivery System

- **Out-of-Home Placements**
  - DHS

- **Wages**
- **Industry**
- **GED and NEDP**
- **Apprenticeship**
- **LACES**
- **Business Licenses***
  - Maryland DEPARTMENT OF LABOR

- **Health Professional and Occupational Licenses***

- **Juvenile Delinquency Records**
  - Maryland DEPARTMENT OF JUVENILE SERVICES

- **Enrollment**
- **Degrees**
- **Courses**
- **Credits & Grades**
- **Financial Aid**
- **Workforce Training**
  - MHEC

- **National Student Clearinghouse**
- **College Board**
- **Motor Vehicle Administration**
- **Comptroller**
- **Microsoft**

- **Attendance**
- **Completion**
- **Assessment**
- **Discipline**
- **Early Childhood**
- **Staff**
- **Schools**
- **Census**
  - EDUCATION

Center: Data Sharing Partners

Circle labels: LABOR, DHS, MDH, MHEC, MSDE, OTHER, DJS

*Forthcoming

https://mldscenter.maryland.gov/DataAdministration.html

The Act requires data to be collected and shared with the MLDS Center:

- Industry Certificates
- Vocational Certificates
- Business Licenses
- Registered Apprenticeships
- Workforce Development Sequence Completions

Career Preparation Expansion Act of 2017

On or before December 1 each year, the **MLDS** and **GWBD**, will report on **high school graduates** for the 5-year period after graduation on:
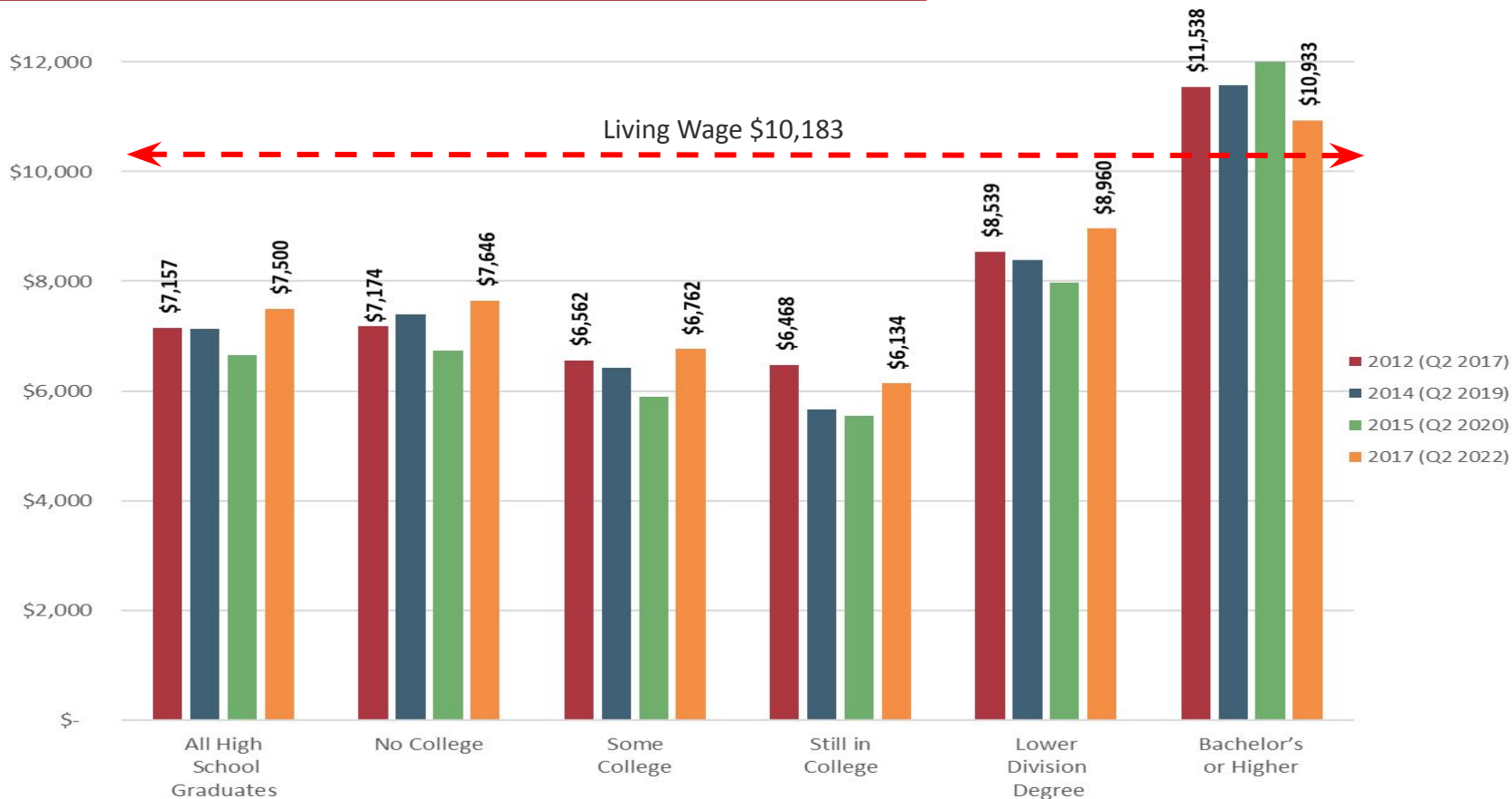
- (1) Wages earned;
- (2) Hours worked per week; and
- (3) The industry in which the individuals are employed.

Career Preparation Expansion Act of 2017

- Sixth reporting year

- *Annual Report on the Workforce Outcomes of Maryland Public High School Graduates*

https://mldscenter.maryland.gov/CenterReports.html

Maryland Public High School Graduates, 2012, 2014, 2015, and 2017, Median Quarterly Wages by Educational Attainment Five Years after High School Graduation

MLDS CENTER
Maryland Longitudinal Data System

Living Wage $10,183

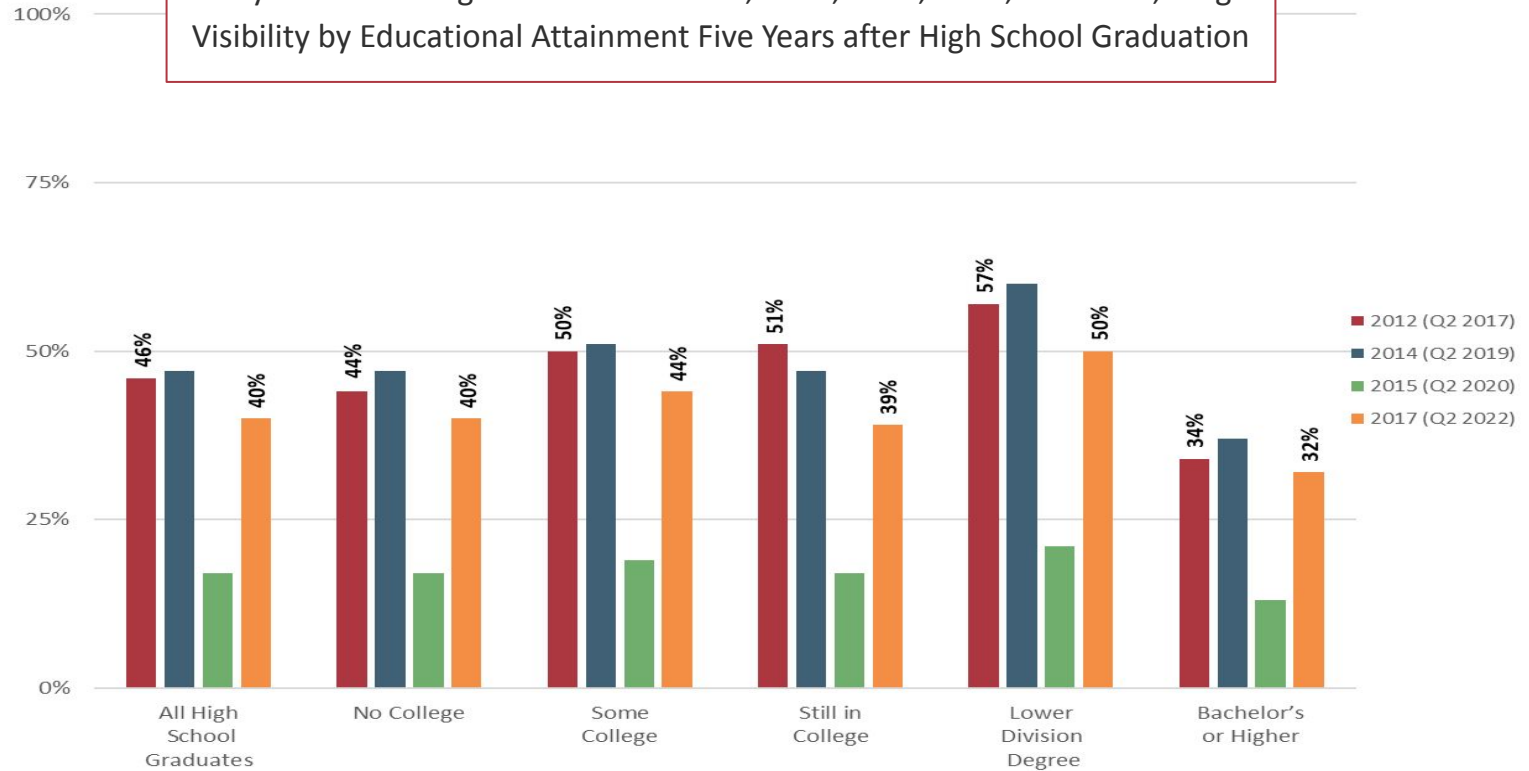|	All High School Graduates	No College	Some College	Still in College	Lower Division Degree	Bachelor's or Higher
2012 (Q2 2017)	$7,157	$7,174	$6,562	$6,468	$8,539	$11,538
2014 (Q2 2019)						
2015 (Q2 2020)						$10,933
2017 (Q2 2022)	$7,500	$7,646	$6,762	$6,134	$8,960	

Wages inflation adjusted to Q2 2022   2017 Report is not yet released

Maryland Public High School Graduates, 2012, 2014, 2015, and 2017, Wage Visibility by Educational Attainment Five Years after High School Graduation

2017 Report is not yet released

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Maryland Public High School Graduates, 2017, Median Quarterly Wages by Sector of Employment, Five Years after High School Graduation (Q2 2022)

MLDS Center
Maryland Longitudinal Data System

Sector	Median Quarterly Wage
Goods-Producing	$11,638
Trade, Transprt., & Utilities	$7,641
Information	$8,945
Financial & Real Estate	$11,215
Professional & Business Services	$10,469
Educational Services	$9,129
Health Care & Social Assistance	$7,942
Leisure & Hospitality	$6,280
Other Services	$8,077
Public Administration	$10,550

Living Wage $10,183

2017 Report
is not yet released

Chart A. High School Graduates with No College, State of Maryland, 2013, Median Quarterly Wages for Full-Quarter Employment by Program Completion Type Compared to Wage Indicators, Five Years after High School Graduation
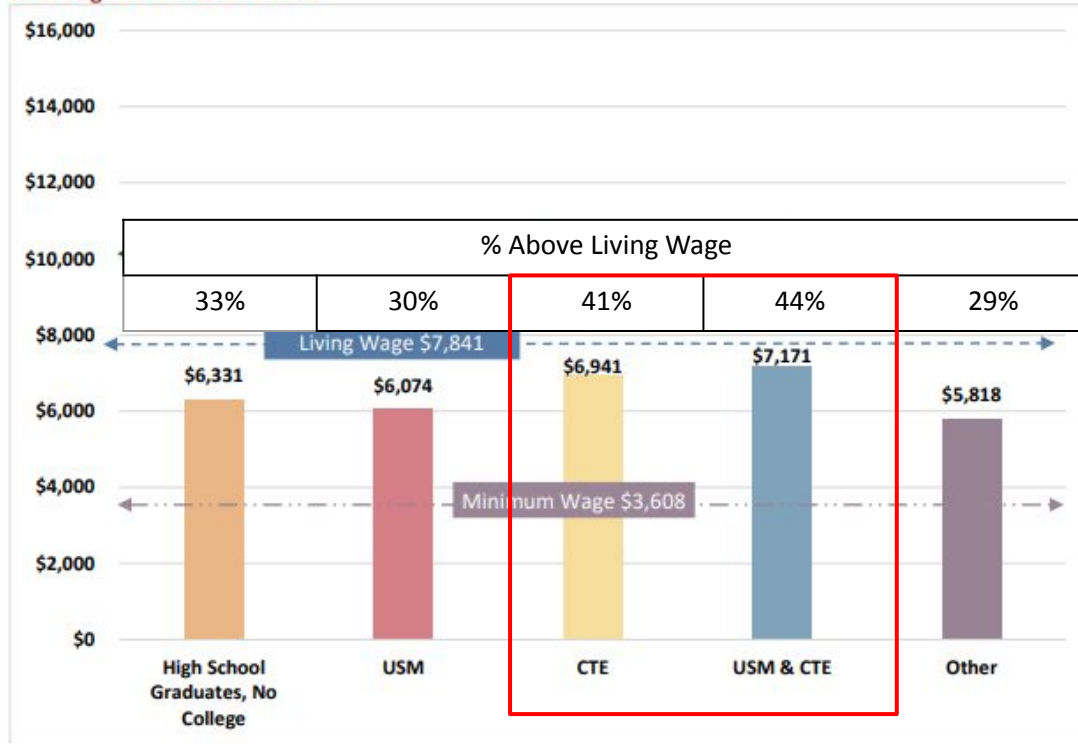

% Above Living Wage				
33%	30%	41%	44%	29%

Chart shows bars:
- High School Graduates, No College: $6,331
- USM: $6,074
- CTE: $6,941
- USM & CTE: $7,171
- Other: $5,818

Living Wage $7,841
Minimum Wage $3,608

Annual Report on the Workforce Outcomes of Maryland Public High School Graduates, 2019

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Table F. High School Graduates with No College, State of Maryland, 2013, Median Quarterly Wages by Program Completion Type and Sector for Same-Employer Employment, Five Years after High School Graduation

Sector	All High School, No College	USM	CTE	USM&CTE	Other
Goods-Producing	↑$9,718	↑$9,945	↑$10,023	↑$11,639	↑$8,548
Trade, Transportation, and Utilities	$6,422	$6,240	$6,660	$6,884	$6,192
Information	$7,527	$6,971	↑$10,185	$3,869	$7,590
Financial and Real Estate	↑$8,343	↑$8,553	$6,748	↑$8,257	↑$9,743
Professional and Business Services	$7,459	$6,992	↑$8,112	$7,253	$7,037
Educational Services	$6,509	$6,597	$6,659	$7,492	$4,584
Health Care and Social Assistance	$6,295	$6,703	$5,983	$6,349	$5,760
Leisure and Hospitality	$5,048	$5,272	$5,485	$5,247	$4,694
Other Services	$7,051	$6,754	$7,254	↑$9,254	$6,080
Public Administration	↑$8,897	↑$8,672	↑$9,696	↑$10,858	$7,648
Total	**$6,872**	**$6,795**	**$7,496**	**$7,524**	**$6,222**

↑ Value is above living wage	Sectors Above Living Wage				
	3	3	4	4	2

Annual Report on the Workforce Outcomes of Maryland Public High School Graduates, 2019

More Information

http://mldscenter.maryland.gov

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THANK YOU

Commitment to Collaboration

MSDE and the CTE Committee will ensure that CTE programs are aligned with the State's economic development and workforce goals; are 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.

In accordance with the Blueprint for Maryland's Future and the Carl D. Perkins Act, **we will work together** to promote innovation in CTE.

The Committee's Statutory Requirement

The CTE Committee is required by the Blueprint for Maryland's Future to define the criteria and process for industry-recognized credentials to determine which credentials will count towards the 45% goal.

The National Landscape of IRCs

MSDE and the Governor's Workforce Development Board (GWDB) conducted a national survey of IRC definitions, processes, and procedures in these states:
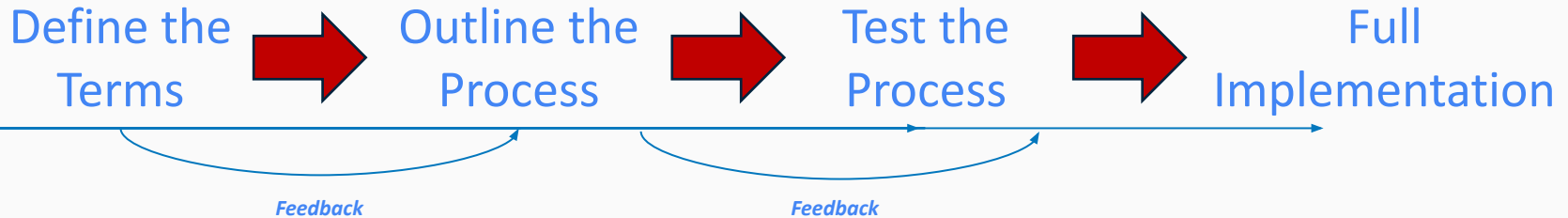
- Alabama
- **Delaware**
- **Florida**
- Kansas
- Louisiana

- North Carolina
- Ohio
- Pennsylvania
- Tennessee
- **Texas**

The states in **BLUE** were heavily consulted as a proposed definition, core elements listing, and application/approval processes for IRCs were being developed.

A Phased Approach to the Work

We're taking a phased approach to the work

Updating the industry-recognized credential system isn't a small challenge. This will require multiple phases and multiple conversations. Here's how we're framing these conversations for today and the road ahead:

Define the Terms → Outline the Process → Test the Process → Full Implementation

Feedback   *Feedback*

Proposed Definition of Industry-Recognized Credential

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

Proposed Core Elements of an IRC

1. **Aligns with In-Demand Occupations:** The IRC is associated with occupations that are in high demand within Maryland, as identified by the Governor's Workforce Development Board, state labor market data, and employer feedback.

2. **Validated by Industry:** The credential is recognized across the state by multiple employers within an industry sector and is often developed or endorsed by industry associations, ensuring its relevance and value in the job market.

3. **Assessment-Based:** The IRC 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.

Proposed Core Elements of an IRC

4. **Standards-Driven:** The credential is based on industry-accepted standards and competencies, ensuring that it reflects the current needs and practices of the relevant industry.

5. **Achievable and Accessible:** The credential is attainable by individuals through secondary, postsecondary, or other training programs and is accessible to a wide range of learners, including both traditional and non-traditional students.

6. **Stackable:** The IRC contributes to an individual's career pathway by being stackable towards further education and training, leading to advanced credentials and employment opportunities.

Proposed Core Elements of an IRC

7. **Portable:** The credential is recognized and valued across the state and, where applicable, nationally, allowing for mobility within or across industries.

8. **Quality Assured:** The IRC is subject to ongoing quality assurance measures, ensuring that it remains current with industry standards and practices and continues to be recognized by employers as a mark of excellence.

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.

10. **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.

Proposed Timeline

Nov. 16	Shared with LEA and Community College Partners for Feedback
Nov. 29	Present Definition and Core Elements to CTE Committee for Ratification
December	MSDE – CTE Committee Develop Interim Process for Approval; Engage Stakeholder Feedback
Dec./Jan.	MSDE Assesses Current IRCs Using Interim Process
Jan./Feb.	CTE Committee Reviews/Ratifies MSDE Recommendations for IRCs
Feb.	2024-25 IRC Listing Published
April/May	Full Definition & Approval Process for 2025-26 Presented to CTE Committee

Questions

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