



CTE Committee Meeting

Meeting Minutes

February 28, 2024

2:00 P.M. – 4:00 P.M.

Thomas Edison Technical High School

12501 Dalewood Dr, Silver Spring, MD 20906

MEMBERS PRESENT

Myra Norton, Chair (IP*)

Matt Holloway (IP)

Charnetia Young (IP)

Dr. Donald Boyd (IP)

Michael Thomas (IP)

Dr. Carey Wright (V)

Brian Cavey (IP)

Secretary Portia Wu (IP)

**IP (in-person) or V (virtual)*

MEMBERS ABSENT

Secretary Anderson

Secretary Rai

GWDB STAFF

Rachael Stephens Parker

Molly Mesnard

John Strickland

Shuana Davis

WELCOME & OPENING REMARKS

Chair Myra Norton opened the meeting by expressing appreciation for the insightful tours and engaging interactions with students, which showcased the practical application and significance of CTE pathways in Montgomery County Public Schools. Chair Norton highlighted the dedication of the CTE Committee and stakeholders to advancing CTE education and underscored the critical importance of work-based learning opportunities. A special acknowledgment was made to the generosity of Montgomery County Public Schools for sharing their innovative approaches to CTE.

LEA SPOTLIGHT

Chief Academic Officer of Montgomery County Public Schools (MCPS), Dr. Peggy Pugh and Supervisor of Thomas Edison Technical High School, Heather Carias, presented a spotlight overview on MCPS. MCPS was celebrated for its diverse array of CTE programs that span sectors such as healthcare, information technology, and skilled trades, which are aligned with current job market trends through

collaboration with industry partners. The district's approach to teaching, including project-based learning and the use of simulation technologies, have boosted student engagement and practical skills development. Furthermore, MCPS's work-based learning opportunities, fostered through strong partnerships with the local business community, provide students with real-world experiences and professional networking opportunities. These initiatives underscore MCPS's commitment to preparing students for successful careers and higher education pathways. Dr. Pugh and Mrs. Carias shared success stories from MCPS students, highlighting the impact of CTE on their academic and career trajectories, reinforcing the value and effectiveness of the district's comprehensive CTE approach.

CHAIR REPORT & UPDATES

Chair Norton outlined the CTE Committee's significant strides in enhancing CTE within Maryland, highlighting key achievements, ongoing initiatives, and strategic future plans. Updates were given around Career Counseling, the CTE Committee's Expert Review Team pilot year, and development of the CTE Framework.

Looking ahead, Chair Norton detailed plans to review and update the criteria for Industry-Recognized Credentials (IRC) to ensure they remain pertinent and esteemed by employers. Additionally, the necessity for improved data collection on student outcomes post-graduation was emphasized, aiming to inform program adjustments and expansions based on evidence-based results. This strategic approach is instrumental in aligning CTE programs with the evolving demands of the workforce and in preparing students for success in their chosen career paths, thus contributing significantly to the state's economic development. The Chair's report reaffirmed the CTE Committee's dedication to collaboration among members, educators, and industry partners in continuing to refine and enhance Maryland's CTE offerings.

INDUSTRY-RECOGNIZED CREDENTIAL DEFINITION, CRITERIA & PROCESS

The CTE Committee delved into discussion around establishing a robust framework for recognizing and validating Industry-Recognized Credentials (IRC). A proposed definition and set of criteria were introduced by Richard Kincaid, the Senior Executive Director in the Office of College and Career Pathways at MSDE, and Molly Mesnard, Deputy Director of the CTE Committee. The proposed definition aimed at ensuring credentials align with in-demand occupations, have documented outcomes, and are validated by industry standards. The necessity for credentials to be assessment-based, attainable, and portable was emphasized, ensuring they are accessible to high school students and carry value across different regions and industries. The CTE Committee outlined a meticulous process for reviewing, approving, and periodically updating the list of industry-recognized credentials to maintain relevance in the face of evolving job market trends. Ms. Mesnard and Mr. Kincaid highlighted how public feedback influenced updates to the drafted guidance.

An initial list of credentials meeting the proposed criteria was prepared. This iterative process, marked by transparency and collaboration, highlights the CTE Committee's commitment to developing a credentialing system that is both rigorous and

responsive, facilitating pathways that connect students' education directly to meaningful career opportunities and ensuring that the credentials awarded are a true reflection of the skills and competencies demanded by employers today. The next step is to open this second draft up to a public comment period to incorporate stakeholder feedback.

HIGH SCHOOL LEVEL OF A REGISTERED APPRENTICESHIP FRAMEWORK

The CTE Committee addressed the strategic incorporation of defining the high school level of a Registered Apprenticeship as a pivotal component of the Blueprint. The proposed framework was presented by Rachael Stephens Parker, Executive Director of the GWDB. The apprenticeship framework:

1. Defines the Blueprint's "high school level of a Registered Apprenticeship" as completing the high school portion of a School-to-Apprenticeship (STA) program, which is a recognized Registered Apprenticeship;
2. Requires meaningful steps be taken to rapidly expand STA as the preferred method for fulfilling the Blueprint's 45% goal; 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 or Registered Apprenticeship, as defined by the CTE Committee.

This framework meets the spirit of the legislation by allowing students the flexibility to engage in apprenticeships while completing their high school education. This model was lauded for its ability to provide students with a seamless transition from education to employment. The discussion underscored the model's alignment with the state's educational goals, emphasizing its capacity to deliver clear, structured career pathways with tangible outcomes. The CTE Committee recognizes the apprenticeship model for its effectiveness in fostering workforce readiness among students and its contribution to meeting the diverse needs of the state's economy.

The importance of robust data tracking to assess the outcomes of students participating in these apprenticeships was also highlighted, with a call to action for enhancing mechanisms to track and report on the success of participants in terms of employment and further education, thereby ensuring the model's efficacy and adaptability to future labor market demands.

MOTIONS FOR APPROVAL

A motion was presented for the CTE Committee's consideration on advancing the High School Level of a Registered Apprenticeship framework to open it for public comment. This action seeks to validate and fine-tune the framework based on diverse stakeholder perspectives, reinforcing the pathway's role in seamlessly connecting students' education with meaningful career opportunities. The motion was unanimously approved.

ADJOURN

The meeting concluded with a motion made by Chair Norton and there was a consensus to adjourn.

The recording of the meeting can be found [here](#).

Approved by the CTE Committee on May 22, 2024.