



Maryland

GOVERNOR'S WORKFORCE  
DEVELOPMENT BOARD

# CTE COMMITTEE

Quarterly Public Meeting | May 22, 2024

# Welcome & Opening Remarks

*Myra Norton, Chair*



# 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

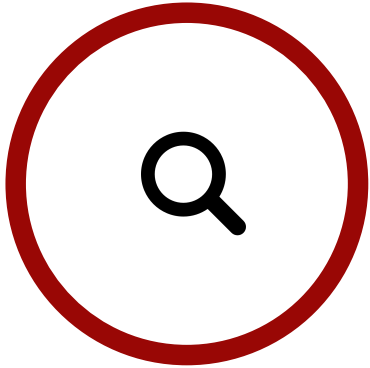
**4**

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

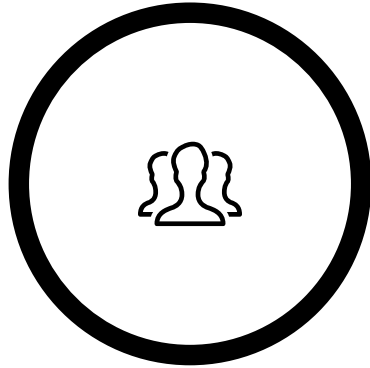
**5**

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

# Industry-Recognized Credentials | Development



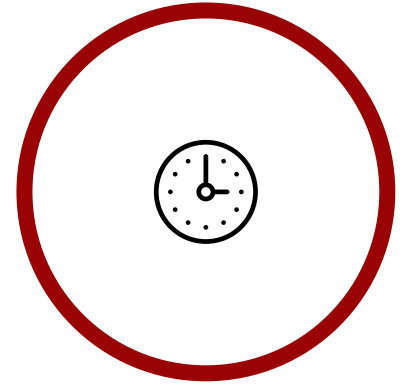
**LANDSCAPE  
ANALYSIS**



**STAKEHOLDER  
ENGAGEMENT**



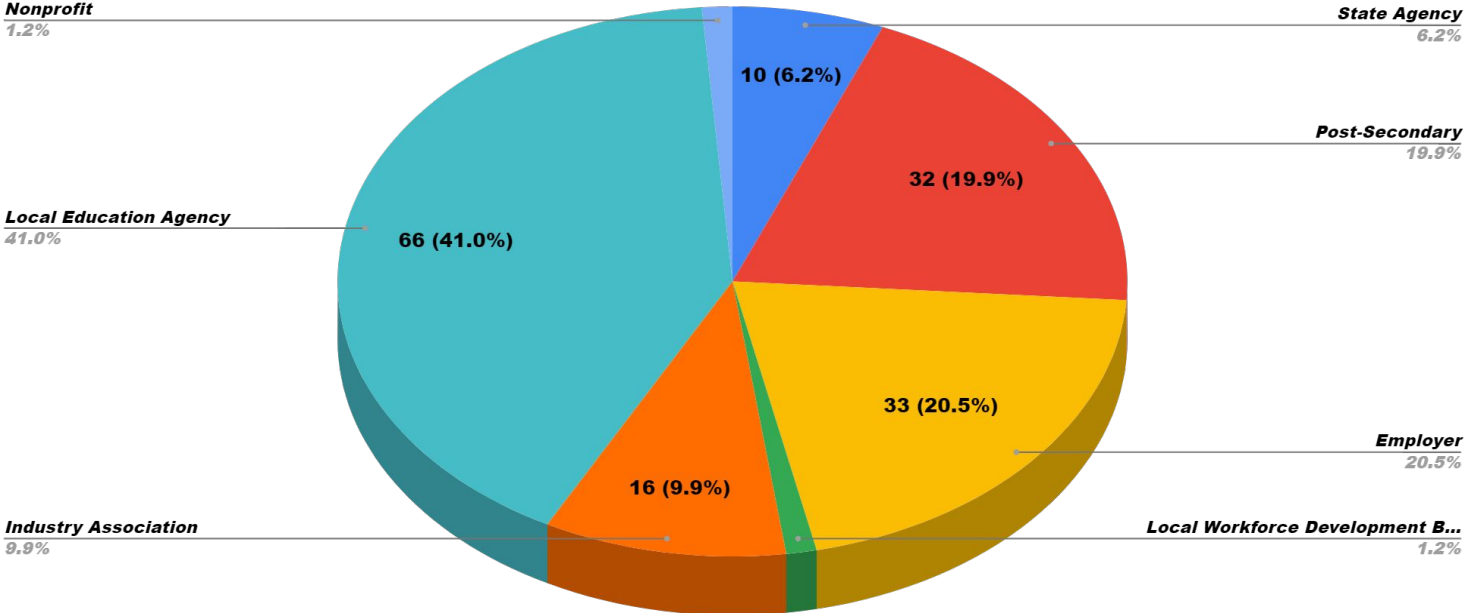
**UPDATED POLICY,  
APPROVED LIST,  
PROCESS**



**PHASED  
APPROACH**

# Industry-Recognized Credentials | Public Feedback

## Count of Organization Type



# Industry-Recognized Credentials | Scope

*The GWDB CTE Committee and MSDE have worked together to coordinate development of one shared list of approved IRCs that both MSDE and the CTE Committee will recognize, in accordance with the CTE Committee's new definition and criteria. The following definition, core criteria, application process, and list of State-approved IRCs will be recognized for the purposes of:*

## **Blueprint**

CTE Committee's oversight of progress toward the Blueprint's 45% goal; and

## **Perkins**

MSDE's approval of post-College and Career Readiness pathways and for federal Perkins V funding of programs.

## **Future Considerations**

Explore and refine the application of the IRC definition and criteria in other settings in addition to/outside of high school programs.

***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 may be 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 in the labor market, and supports career advancement and economic development for credential holders.***



# Industry-Recognized Credentials | 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.



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# Industry-Recognized Credentials | Core Criteria

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.

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.

preferable



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# Industry-Recognized Credentials | Completion



Credential is awarded to the student upon successful completion of an assessment process that may include written, oral, or performance evaluations before they graduate high school.



When the collective college credit earned in high school can be applied toward a specific postsecondary certificate or degree that is recognized by the industry for a specific occupation and meets the IRC criteria as defined in this policy.



Completion of a pre-apprenticeship program that has been approved for registration of a certification that meets the IRC criteria as defined in this policy.



# Industry-Recognized Credentials | Recommendations

- ✓ MHEC and MSDE develop guidance to define “completion” when the collective college credit earned in high school can be applied towards a specific postsecondary certificate or degree that is recognized by the industry for a specific occupation
- ✓ DWDAL coordinate with MATC etc. to develop guidance around reviewing and approving pre-apprenticeship program completions as an IRC.
- ✓ MSDE develop guidance and materials to support implementation and communication of the IRC policy. Such as:
  - Guidance
  - Credential Assessment Business Rules
  - Program of Study Crosswalk
  - One-pagers for in-demand IRCs

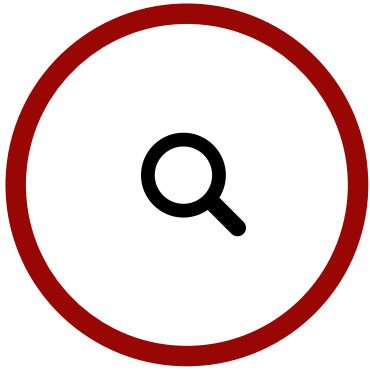


# Industry-Recognized Credential | Application Process

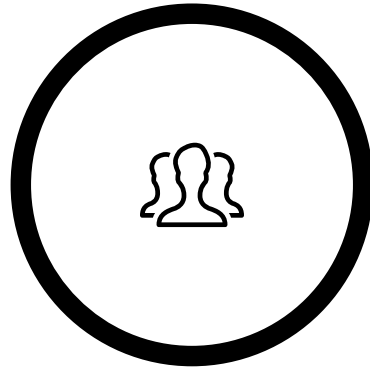
Date	Description
<b>August 1</b>	Online application for new industry-recognized credentials to be assessed <b>opens</b> . → <i>Credentials unique to local demand: Local applications for credentials unique to local workforce needs must be verified by the LWDB in partnership with the LEA</i>
<b>October 31</b>	Online application for new industry-recognized credentials to be assessed <b>closes</b> .
<b>November</b>	MSDE reviews each submission for completeness and follows up with requesting entities to gather any additional information needed.
<b>December</b>	MSDE prepares submission packages for each IRC application meeting application requirements, including a recommendation to <b>approve</b> or <b>not approve</b> . All packets and recommendations will be sent to CTE Committee staff by December 31 <sup>st</sup> for review by the full CTE Committee.
<b>January</b>	CTE Committee will vote to <b>approve</b> or <b>not approve</b> each IRC package provided 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 <sup>st</sup> for use in the upcoming school year.
<b>February</b>	MSDE and the CTE Committee will publish the annual State-Approved Industry-Recognized Credential list for use in the upcoming school year.
<b>July 1</b>	The State-Approved Industry-Recognized Credential list goes into effect for the upcoming SY
<b>Biennial Review Aug-Nov</b>	Each August-November on even-numbered years, starting in 2024, MSDE and the CTE Committee review the IRC list to ensure that each credential remains relevant and meets standards.



# Industry-Recognized Credentials | Next Steps



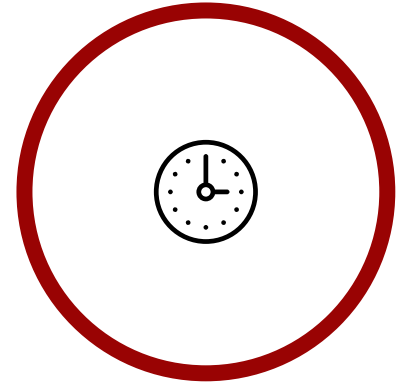
**APPROVED LIST**



**APPLICATION  
OPENS**



**GUIDANCE**



**ONGOING  
REVIEW**

## CTE Framework | Background

*The Blueprint requires the CTE Committee to develop a statewide framework for CTE that **prepares students for employment in a diverse, modern economy**. This framework was developed in close collaboration with members of the GWDB CTE Committee, staff of the Maryland State Department of Education (MSDE), and with the assistance of experts at Advance CTE, a national nonprofit membership association representing State CTE Directors and other state leaders of Career and Technical Education.*

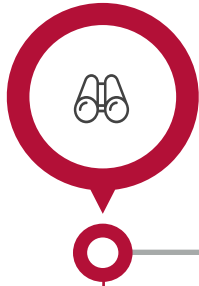
# CTE Framework | Purpose

*This Career and Technical Education (CTE) Framework aims to provide an overarching strategy for CTE in the state and support the implementation of the Blueprint for Maryland's Future ("the Blueprint"). This framework will **push forward innovative CTE practices** within the Blueprint and apply strategic initiatives to support its success. The priorities within the framework create a **strategic roadmap to forging a CTE system that is accessible, collaborative, and student outcome-driven**. The vision for CTE in Maryland is for each Marylander to have access and opportunity to engage in career programs that align to high-skill, high-wage, and/or in-demand careers, lead to earning an industry-recognized credential and/or postsecondary credential, and provide career-based learning experiences. The overarching goal of Maryland's CTE system is to maintain a robust set of **career preparation pathways**, including, but not limited to, CTE Programs of Study.*

*Implementation of this framework will be the responsibility of multiple state and local agencies and institutions. This document outlines the overarching strategic framework for CTE in Maryland, and **forthcoming guidance** from the GWDB CTE Committee and partner agencies responsible for implementation will delineate specific roles, responsibilities and requirements associated with each strategy.*



# CTE Framework | Development



## LANDSCAPE ANALYSIS

Identified promising state and international CTE practices and frameworks



## BLUEPRINT ALIGNMENT

Cross-walked these practices to align with the *Blueprint* and other key Maryland documents/policies



## COLLABORATION

Facilitated weekly meetings with Advance CTE, MSDE, and CTE Committee staff for ongoing input



## STAKEHOLDER INPUT

Engaged CTE Committee members/designees feedback, 3 focus groups, and several one-on-one interviews to incorporate feedback





1

**Maximize the percentage of students who meet the state's College and Career Readiness (CCR) Standard by 10th grade, and ensure that all students have the opportunities and support necessary to meet the CCR Standard.**



# Priority 1 | Strategies

- ✓ 1.1 Expand data and accountability models that value equity and innovation, including building accessible data dashboards with career-ready indicators to address potential equity gaps and enable key stakeholders to make data-driven decisions.
  
- ✓ 1.2 Focus educator recruitment and retention efforts to reflect a diverse teacher workforce that is responsive to its student demographics.
  - A. Support routine diversity, equity, and inclusion training for employers to create culturally responsive workplace environments.
  
- ✓ 1.3 Provide opportunities for students who have yet to meet the CCR standard to demonstrate mastery of core academic content as part of a CTE course, which could then be incorporated into the student CCR re-assessment. After a student has been re-assessed and determined to be CCR-ready, they would have access to Registered Apprenticeship participation.



# Priority 1 | Strategies

- ✓ 1.4 Define clear mechanisms that are culturally responsive and inclusive to evaluate students' college and career readiness within CTE and career preparation pathways.
- ✓ 1.5 Seek to eliminate and address potential bias and barriers in the CCR standard and assessment to ensure equitable access to CTE coursework and programs of study.
- ✓ 1.6 Collaborate with the Maryland State Board of Education, the Accountability and Implementation Board, and other relevant agencies and partners to analyze whether the current CCR standard is appropriate for determining “career ready.”



**2**

**All students participate in high-quality, expert career coaching starting in middle grades and continuing through high school.**

## Priority 2 | Strategies

- 2.1 Develop a high-quality career coaching framework that clearly articulates a continuum of activities starting in middle grades or earlier, as well as the roles and responsibilities of each entity involved in career coaching.
- 2.2 Expand career exposure and exploration activities in elementary and middle grades through a comprehensive and flexible continuum of career-connected learning opportunities that are responsive to students' evolving needs and interests.
  - A. Include a mechanism for family outreach that prioritizes their collaboration and input in career exposure and exploration to ensure their students are supported in their exploration.



## Priority 2 | Strategies



2.3 Prioritize and leverage the individual academic and career plan to start in middle grades and serve as a living document throughout a student's middle and high school experience.

- A. Leverage the early warning system in middle school, called for in the Blueprint, to identify adjustments needed in a student's six-year plan for students who are at risk of not meeting the CCR standard at the end of 10th grade to ensure proactive outreach before students enter high school.



2.4 Develop and offer robust professional development and professional learning communities for all those providing and supporting college and career coaching to eliminate implicit or explicit bias in their work and support student flexibility in exploring and/or changing career paths.



2.5 Provide dedicated career coaching, academic guidance, student counseling services, and other relevant support to students who have yet to meet the CCR standard by the end of 10th grade.



3

**All students have access to a comprehensive continuum of career-connected learning and exploration opportunities starting in middle grades or earlier.**



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# Priority 3 | Strategies



3.1 Develop a continuum of career-connected learning to demonstrate grade-appropriate opportunities around career exposure, exploration, and preparation, including defining the roles and responsibilities of key stakeholders (e.g., state and local agencies, career counselors, large and small employers, and intermediaries).

- A. Identify resources to provide wraparound services and support that are responsive to student needs throughout the career-connected learning continuum experience.



3.2 Redesign CTE and career preparation pathways that have yet to incorporate Registered Apprenticeship and align instruction.





# Priority 3 | Strategies



3.3 Partner with and incentivize Maryland employers, including nonprofit entities and apprenticeship sponsors, to develop meaningful and authentic career-connected learning opportunities for students, including special populations, across the upper elementary, middle, and high school levels.

A. Develop plans for participation specific to sector-based industry engagement.



3.4 Supply scaffolding support to Local Workforce Development Boards, Community Colleges, and LEAs to facilitate various types of career-connected learning experiences.



3.5 Modernize the state's Registered Apprenticeship approval process to make it easier and faster for employers and sponsors to establish new Registered Apprenticeships.






4

**Provide high-quality CTE and other career preparation pathways, particularly those that support Registered Apprenticeships or other industry-recognized credentials.**





# Priority 4 | Strategies

-  4.1 Evaluate curriculum standards for CTE and other career preparation pathways routinely to ensure relevant and in-demand opportunities for Maryland students.
-  4.2 Develop and implement mechanisms and incentives to embed industry-recognized credentials (IRCs), as defined by the GWDB CTE Committee, into every CTE and career preparation pathway.
-  4.3 Leverage CTE coursework and programs of study, provided by the Local Education Agency and/or Community College, to serve as all or some of the related instruction (RI) for the high school level of a Registered Apprenticeship as defined by the GWDB CTE Committee.



## Priority 4 | Strategies

-  4.4 Ensure robust systems for CTE and career preparation pathway approval and regular review to ensure their alignment to in-demand, high-skill, or high-wage careers, both statewide and regionally, including alignment to related instruction needed for Registered Apprenticeships where applicable.
-  4.5 Strategize effective recruitment standards, incentives, and professional development for CTE instructors within the lens of equity and access.







5

**All students can  
access robust  
technical instruction  
opportunities across  
content areas.**



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## Priority 5 | Strategies

-  5.1 Implement course equivalency policies to enable Local Education Agencies (LEAs) to offer flexibility for students to meet graduation requirements and to eliminate course sequencing barriers to CTE enrollment.
-  5.2 Provide training and professional development for educators to meaningfully align technical instruction curriculum across academic content areas and course-sequencing.
-  5.3 Provide students with more opportunities to engage simultaneously in CTE and advanced coursework by developing guidance and a process for embedding AP, IB, and dual enrollment/early college courses into CTE Programs of Study.
-  5.4 Utilize the community college and university system to provide related instruction for dual enrollment and Registered Apprenticeships, including those that support degree apprenticeships.





6

**CTE and career  
preparation  
pathways are  
aligned with  
industry needs.**



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# Priority 6 | Strategies

-  6.1 Provide guidance and technical assistance for LEAs, Community Colleges, Local Workforce Development Boards (LWDBs), and employers to design flexible career pathways and Registered Apprenticeships (RAs) that align with state and/or local workforce demand.
  - A. Continuously engage employers and labor market information (LMI) data experts for guidance on industry and workforce needs to remain on the cutting edge of program offerings.
  
-  6.2 Identify regional and State partnerships and strategies that align with local resources and workforce demand to inform Post-CCR pathways.
  - A. Align existing federal resources and required processes (such as those related to statewide planning or CTE program quality assessment) to ensure federal dollars are used for systemic improvement and innovation to support the goals of the Blueprint and of this framework.





## Priority 6 | Strategies

-  6.3 Ensure entities engaged in development of programs of study, Registered Apprenticeship, and industry-recognized credential offerings leverage state and/or regional labor market information (LMI) coupled with employer validation to ensure alignment of skill development to industry need and employability.
-  6.4 Ensure rigorous and comprehensive data and reporting on programs and employment outcomes for students who have completed a Registered Apprenticeship and/or earned an industry-recognized credential to demonstrate its effectiveness in contributing to workforce readiness and economic advancement.
-  6.5 Develop and define mechanisms for ongoing collaboration between LEAs, large and small employers, postsecondary institutions, Maryland Higher Education Commission (MHEC), LWDBs, Maryland State Department of Education (MSDE), GWDB CTE Committee, and MD Labor.





## Next Steps



# Carl D. Perkins Allocation and Budget for CTE Programs

**Office of College and Career Pathways**

May 22, 2024

**PRESENTED BY**

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Richard W. Kincaid

## A High-Quality CTE System Includes:

- Rigorous **academic** and **technical content**
- **Multiple entry and exit points**
- Is aligned with the **needs of industries in the economy**
- Prepares individuals for **further education** and careers in **high-skill, high-wage**, or **in-demand** industry sectors or occupations
- Provides access to **postsecondary credentials of value**, which include an industry-recognized credential, a certificate, or an associate degree
- **Work-based** or applied **learning**
- **Coordination** between **secondary** and **postsecondary** through **articulation agreements** or **dual enrollment**
- **Career exploration and awareness** as early as 5<sup>th</sup> grade

## CTE Programs Are Focused on Special Populations

A foundational requirement of Perkins V is to ensure that CTE Programs of Study serve students who fall into one or more of the 9 special populations categories.



# 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



## State Perkins Allocation - \$20,813,669

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

### Local Funds – At Least 85% of Total State Allotment - \$17,691,619

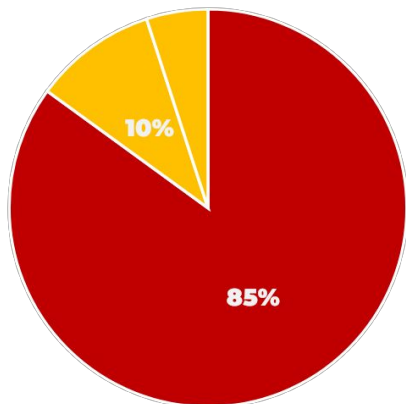
- Formula-based (65% Secondary / 35% Postsecondary).
- Reserve Funds – Up to 15% of the 85% may be distributed in an alternative manner to local applicants– Maryland reserves 5%.

### State Leadership – 10% of the Total State Allotment - \$2,081,366

- 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 - \$1,040,683

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



- Local Funds
- State Leadership
- State Administration

# Questions?

# Implementation Plan

***New Deadline!  
August 15, 2024***



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# Expert Review Teams

*John Strickland,  
ERT Manager, CTE Committee*



## 1) Understand the state of CTE in the District:



Current Plans for Expanding  
Current Programs



Current Challenges



Identify Possible  
Best Practices

## 2) Pilot a visit structure and tools



## Pilot Visits So Far...

### 2 LEAs

Queen Anne's  
Anne Arundel



### Structure

1 Full School Day  
Focus Groups  
Classroom Visits  
2 Schools

- Orientation
- Debrief

### Focus Groups

CTE Staff  
Administrators  
CTE Teachers  
CTE Students  
School Counselors  
Career Coaches  
WBL Staff



# Team Assembly



CTE Committee Staff



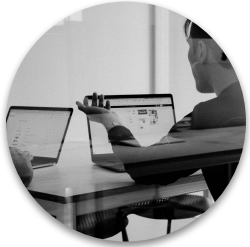
MSDE Staff



Blueprint Coordinator



CTE Committee Members



LWDB Staff



NCEE Staff



CTE Director

# CTE Expert Review Teams

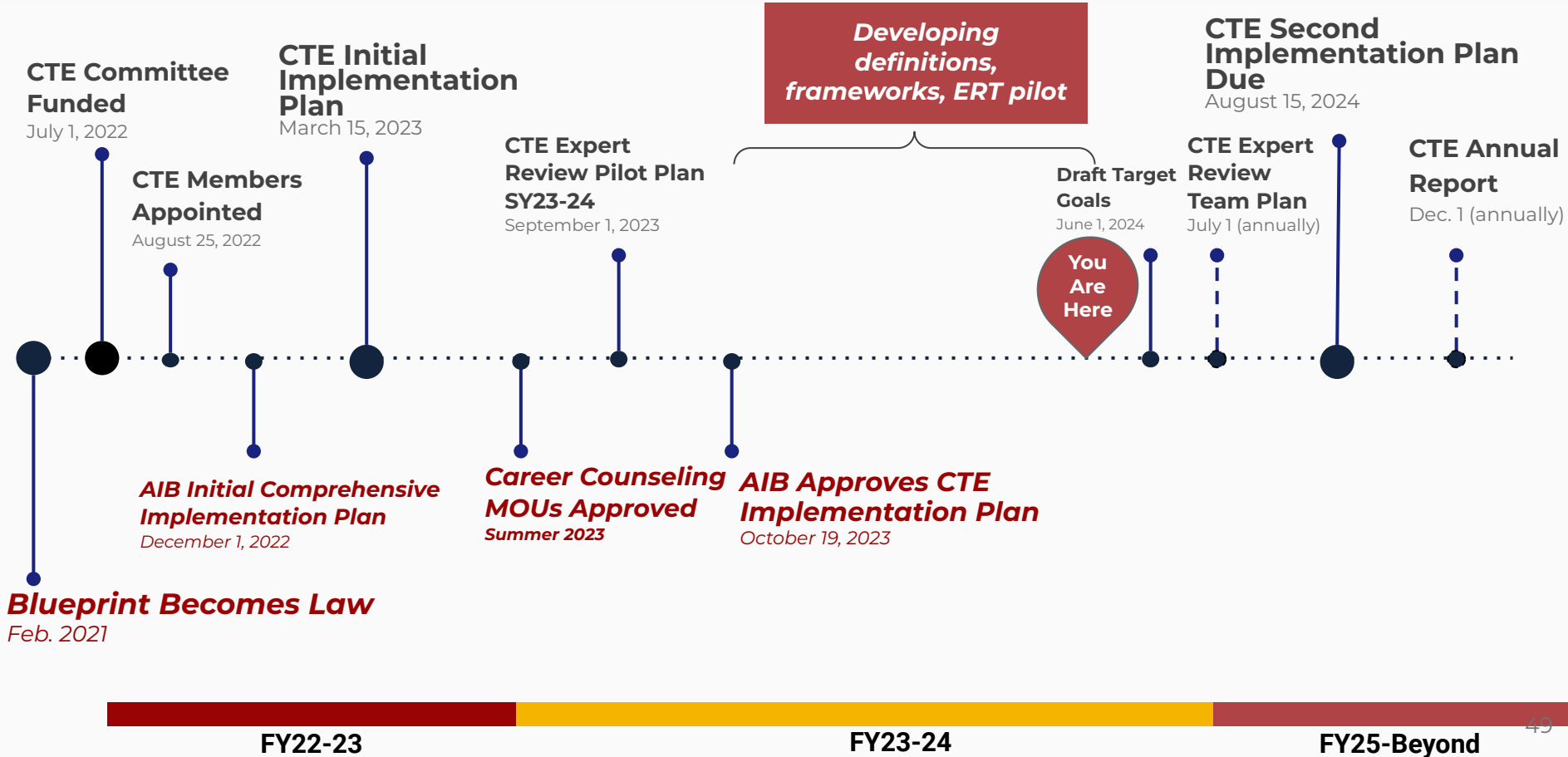


Visit Summaries

Deployment Plan



# CTE Committee Timeline





# CAREER AND TECHNICAL EDUCATION

Charles County Public  
Schools

# Welcome to Charles County!

Overall enrollment 27,765

Charles County Public Schools is composed of 38 schools and 6 educational centers.

- 22 Elementary Schools
- 9 Middle Schools
- 7 High Schools
- 6 Centers:
  - Early Learning Center, La Plata
  - F.B. Gwynn Educational Center
  - James E. Richmond Science Center
  - Judy Center
  - Nanjemoy Creek Environmental Center
  - Robert D. Stethem Educational Center



# Educational Attainment



42.76% of the population in Charles County have an associate's degree or higher. 93.87% have a high school degree or higher.



< Grade 9

**2.43%**



Grade 9-12

**3.7%**



High School

**28.59%**



Some College

**22.52%**



Assoc Degree

**9.44%**



Bach Degree

**19.86%**



Grad Degree

**13.46%**



offer associate's Degree or Certificate



offer Bachelor's Degree or Higher

# Labor Force



Charles County has a labor force of 93,692 people, with an unemployment rate of 2.8%.

93,692

Labor Force

2.8%

Unemployment Rate

▼ -0.2%

Unemployment Rate  
Change (1 year)

## Talent

What are the largest job counts by occupation?

Office and  
Administrative  
support



**12.34%**

5,406

Executive,  
Managers, and  
Administrators



**10.72%**

4,696

Sales



**10.67%**

4,675

Education,  
Training/Library



**7.51%**

3,290

Food Preparation,  
Serving



**6.92%**

3,030

## Businesses and Jobs



Charles County has a total of 5,688 businesses.

How many employees do businesses in Charles County have?



## Pathways Offered (by Career Cluster)

Arts, Media, and Communication	Business Management and Finance	Information Technology
<ul style="list-style-type: none"> <li>Graphic Communications</li> <li>Interactive Media</li> </ul>	<ul style="list-style-type: none"> <li>Business Management</li> </ul>	<ul style="list-style-type: none"> <li>IT Networking Academy</li> <li>Cyber Security</li> <li>Computer Science</li> </ul>
Consumer Services, Hospitality, and Tourism	Health and Biosciences	Human Resources Services
<ul style="list-style-type: none"> <li>Barbering</li> <li>Culinary Arts (ACF)</li> <li>Food and Beverage Management (ProStart)</li> <li>Cosmetology</li> </ul>	<ul style="list-style-type: none"> <li>Academy of Health Professions                             <ul style="list-style-type: none"> <li>Certified Nursing Assistant</li> <li>Pharmacy Technician</li> <li>Physical Rehabilitation</li> </ul> </li> <li>PLTW Biomedical Sciences</li> <li>Biotechnology</li> </ul>	<ul style="list-style-type: none"> <li>Maryland Fire and Rescue Institute (MFRI)</li> <li>Criminal Justice</li> <li>Child Development Professions</li> <li>Teacher Academy of Maryland (TAM)</li> <li>JROTC</li> </ul>
Construction and Development	Manufacturing, Engineering, and Technology	Transportation Technologies
<ul style="list-style-type: none"> <li>Construction Design and Management</li> <li>Heating, Ventilating, and Air Conditioning (HVAC)</li> <li>Electrical Construction</li> <li>Welding Technology</li> </ul>	<ul style="list-style-type: none"> <li>Drafting and Design</li> <li>PLTW Pathway to Engineering</li> <li>Engineering</li> </ul>	<ul style="list-style-type: none"> <li>Automotive Technician (NATEF)</li> <li>Collision Repair</li> </ul>
Career Research and Development	Environmental, Agricultural, and Natural Resources	Apprenticeship Maryland
<ul style="list-style-type: none"> <li>Career Research and Development (CRD)</li> </ul>	<ul style="list-style-type: none"> <li>CASE: Natural Resources</li> </ul>	<ul style="list-style-type: none"> <li>Apprenticeship Maryland (AMP)</li> </ul>

# How do students access CTE in CCPS?

## Apply in 8th Grade

- 19 Programs in 9 Career Clusters

## No Application Required

- 8 Programs in 8 Career Clusters

## Apply in 10th grade

- 7 Programs in 6 Career Clusters



<b>2023-2024</b>	<b>Countywide</b>	<b>CTE</b>
<b>Enrollment Statistics</b>	<b>9275 students enrolled in high school</b>	<b>6,188 students (67%), 1760 enrolled in more than 1 CTE course (19%)</b>  <b>4428 individual students enrolled in CTE courses (48%)</b>
<b>Completer Statistics</b>	<b>2159 seniors</b>	<b>817 students completing</b>  <b>38% of the senior class completed a CTE pathway</b>

# Overall CTE Numbers and Breakdown

Career Cluster	2023-2024 Enrollment	2023-2024 Completers
Arts, Media, Communication	140	36
Business Management and Finance	1111	85
Construction & Development	162	46
Consumer Services, Hospitality, & Tourism	298	78
Environmental, Agricultural, and Natural Resources	46	14
Health & Biosciences	584	155
Information Technology	594	96
Manufacturing, Engineering, & Technology	759	95
Transportation Technologies	79	38

# NORTH POINT

EAGLES

North Point High School is both a comprehensive high school and Career and Technical Education school with 17 different CTE programs.

# ABOUT US



- 1917 Students
  - 9th grade- 512
  - 10<sup>th</sup> grade- 495
  - 11<sup>th</sup> grade- 479
  - 12<sup>th</sup> grade- 431
- 55%-60% enrolled in a CTE program
- Average attendance rate- 94%



# NORTH POINT

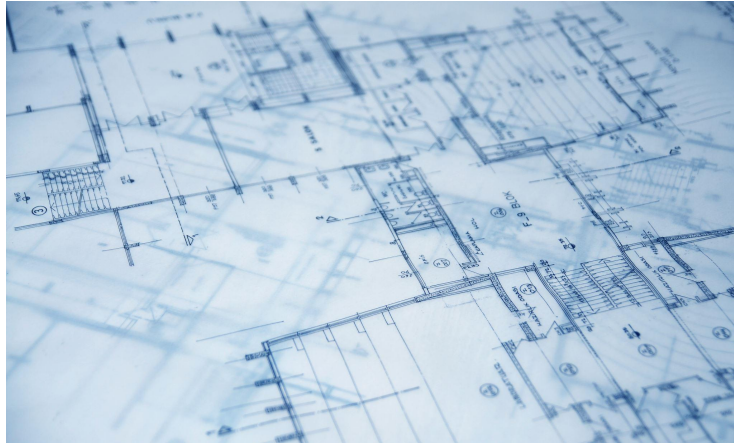
EAGLES

## North Point High School Demographics:

- Black/African American- 64.2%
- Hispanic- 11.7%
- White- 10.3%
- 2 or more- 7.1%
- Asian- 5.7%
- Native American/Alaskan- 4.2%
- Native Hawaiian/Pacific Islander- 0.5%
- ELL- 21 total students
- FARMS- 32.9%
- SPED- 6.4%

# ABOUT US





# IMPACT OF THE BLUEPRINT FOR MARYLAND'S FUTURE

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Career Counseling, Apprenticeship Expansion, Early College

# Career Counseling

1

Provide opportunities for students to be exposed to a multitude of diverse career paths

2

Provide individualized career counseling sessions

3

Establish a network of stakeholders who can coach and mentor students

4

Provide resources for students and parents from 5th grade to 12th grade to create their career plan

5

Guarantee graduating students have completed everything necessary for their plan

# Xello



About Me

Skills  
Interests



Explore Options

Careers  
Schools



Goals & Plans

Portfolios  
Career Plan

# Career Events School Year 23-24

- High School
  - 22,987 participants in career exploration including Youth Apprentice Summit, Scholarship Workshops, and Senior Portfolio Interviews
- Middle School
  - 16,134 participants in career exploration including field trips, guest speakers, career day and Career and Technical Education events
- Elementary School
  - 382 participants in career exploration including career day and AVID events





# CAREER EXPLORATION CAMP

[The Summer of CTE on Vimeo](#)

# Early College Offerings



Business Administration, AA Degree



Electrical, Certificate plus General Studies Transfer Certificate  
(NEW SY 24-25)



Medical Coding, Certificate plus General Studies Transfer Certificate  
(NEW SY 24-25)



Pharmacy Technician, Certificate plus General Studies Transfer  
Certificate  
(NEW SY 24-25)



1 Year General Studies Transfer Certificate

- College courses now count as high school graduation credits
  
- Streamlining application process to increase access, equity, and student success
  
- Regular collaboration to meet the needs of students and the community
  
- Next Steps:
  - Additional pathways to be offered
  - Middle College opportunities



# Apprenticeship Maryland Program (AMP)

- [Apprenticeship Maryland Program \(AMP\) - Charles County Public Schools \(ccboe.com\)](http://ccboe.com)

	2021-2022	2022-2023	2023-2024	2024-2025
<b>Approved Sites</b>				
Goal	0	5	10	15
Actual	1 new	8 (7 new)	12 (3 new)	12 (1 new pending)
<b>Available Positions</b>				
Goal	0	1	5	10
Available	1	0	21	33
Accepted/Filled	1	0	11-2 = 9*	In process
<b>Participating Students</b>				
Goal	0	0	10	15
Actual	1	0	11-2=9*	In process
Completers	1	0	6^	-

\*2 students withdrew

^3 students did not complete the minimum hours

# Apprenticeships

## Eligible Employers

- Difficulty finding employers interested in apprenticeships
  - Small Business
    - Difficulty bringing on additional staff and dedicating existing staff as mentor to student
    - Needing financial assistance to hire youth apprentices
- Students under the age of 18

## Transportation

- Work with CCPS Transportation Department to utilize current/new bus shuttles
- Work with CC Gov't VanGo to modify schedule/add stops

## Work-based Learning (WBL) Coordinators

- Met with principals to outline need in providing WBL periods in staff schedule to monitor students, support employers, and find new opportunities

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