



## **CTE Committee Meeting**

Meeting Minutes

July 9, 2025

9:00 a.m. - 10:30 a.m.

Virtual on Zoom

### **MEMBERS PRESENT**

Myra Norton, Chair  
Matt Holloway  
Charnetia Young-Callaham  
Brian Cavey

Dr. Donald Boyd  
Secretary Wu  
Harry Coker

### **MEMBERS ABSENT**

Michael Thomas  
Secretary Rai  
Dr. Carey Wright

### **ATTENDEES**

Emily Dow (MHEC)  
Lateefah Durant (CityWorks DC)  
Richard Kincaid (MSDE)  
Karen King-Sheridan (MHEC)  
Sarah Sheppard (Commerce)

### **GWDB STAFF**

Rachael Parker  
Molly Mesnard  
Shamara Bownes  
Katherine Swanson-Palmer  
Edrees Nawabi  
Peggy DallAcqua (GWDB Legal Counsel)

The CTE Committee Public Meeting convened virtually on Zoom. Chair Myra Norton called the meeting to order at 9:03 a.m.

## **WELCOME & ROLL CALL**

Chair Myra Norton opened the July 9, 2025 meeting of the CTE Committee by welcoming members and attendees. Chair Myra Norton explains the goals for the Committee meeting.

A quorum was confirmed.

Matt Holloway Moved. Donald seconded. Agenda was approved.

Matt Holloway Moved. Secretary Wu seconded. Minutes approved.

### **CTE COMMITTEE WORK SO FAR**

RSP: introduced new staff: KSP and SB.

Two vacancies on the team - CTE ERT Manager and SR Policy Analyst

Midway through 2025 and this group has been very busy, so we've decided to accelerate our work.

Started off the year with the MD CTE Framework.

Collaborating with AIB to update Implementation Plan.

Perkins Reserve Grant Opportunity.

Develop and release career counseling guidance and student and coach feedback surveys

Finalize and submit CTE ERT Deployment Plan.

Preview for the work ahead:

Continue ERT Visits

Project to publish high-demand career pathways and required credentials.

Annual report to AIB, MGA, and Governor's Office.

Career Coaching Best Practices report, CTE ERT Report, Recommendations related to budget, and New IRC Applications review and approval.

### **CTE EXPERT REVIEW TEAM DEPLOYMENT PLAN FOR THE 2025-2026 SY**

Purpose: Understand what's working and what isn't, then develop solutions.

How CTE ERTs perform - monitoring, assessment, Post-visit reports, Technical Assistance and training, Fiscal Accountability and Compliance, and Continuous Improvement.

Chair Norton adds how important it is for Cmte members to participate in CTE ERT visits.

RSP - as we're working this year, we're going to keep making changes.

CTE ERT Deployment Plan Phases - Pilot, Phase 1 (discover and observe), Phase 2 (analyze and assist), and Phase 3 (evaluate). Perkins Reserve Grant demonstrates how we're taking early findings to address problems.

Phase 2 - really dive into the analysis and assistance part of this plan.

Phase 3 - ongoing evaluation, best practice dissemination, and make sure we reach that 45% goal. The ERT work becomes the core of this work.

Phase 1 information gathering - where are LEAs so far in implementing the Blueprint. What are the changes needed moving forward?

Highlights for what ERT is doing in 2025-2026 SY

CTE ERT Visits to date.

Insights so far - strengths and challenges. Strengths: Teacher expertise and commitment to industry expertise and expectations. CTSO Participation. Hands-on learning experiences lead to more engaged students. Challenges: transportation, career coaching hurdles, scheduling conflicts, staffing/facilities/equipment constraints, and lack of transition ramps.

Secretary Wu - this focus of these visits with two schools where there is a CTE program, but the BP goal is broader than the CTE Facilities - what are we doing to focus only on CTE? The CC is a much broader scope. How do RA fit into that and students getting that hands-on learning experience? Our visits are to CTE programs, yes, but how are we reaching students not enrolled in CTE and may need programming options?

RSP - scope of CTE ERT Program will continue to grow and survey other audiences who aren't participating in this work. We are elevating where in the DP where we engage CTE Administrators to better understand the state of CTE and take more time to interrogate enrollment data on a higher level. What can and should be happening for *other* students?

Quick snapshot of what visits look like.

Updates in SY 2025-2026 Deployment Plan

Guides school tours with visits to CTE Classrooms, CTSOs, etc.

Extending Pre-Visit Orientation.

Optional Post-Visit Debrief for LEA Administrators

Strengths, Challenges, and External Factors Analysis.

We want some feedback from you all about LEA Administrators in focus groups.

Finalize with a snapshot of what the CTE ERT Visit requires of team members.

Pre-Visit, Where, What, and Post-visit.

Let's Discuss:

- What aspects of ERT visits are most valuable?
  - Chair Norton - I hadn't thought about what Sec Wu said. How do we reach students who aren't in CTE programs? Is the goal to get more students into CTE programs or focus more on pathways to apprenticeships?
  - RK - YES and YES. The data tells us that we lose about 65% of participants between course 1 and course 2, but it's not out of line with national averages. Level-set the expectations. Numbers-wise, 60k students choose to do something else. We can do a better job at retention and simply retaining CTE students gets us to 45% quickly. We can do that with the 130k students that choose to participate. If we retain that 65%, we'd reach it. Collaboration with state agencies RSP talked about around career counseling, we know from CC that the school communities are engaged at the middle school level. When you have a plan ahead of you, you're more likely to get there, which is why I think the CC will get us there. Core plus flex model to standardize how courses are set up across the state, so we know where students need to be at the end of each course so we can track progress to goals. When you design the system to engage maximum student efficiency, then you capture more students into that system. CTE ERT visits have been key to informing next steps. Look outside of traditional CTE Programs. We had a CTE innovation fund that allowed us to connect areas outside of CTE and provide opportunities for students to earn IRC and career connected learning experiences. We did this through connecting with the arts. We were able to design CTE like pathways to capture CTE adjacent pathways to provide IRCs for, like Worcester and Somerset.
  - RSP - addressing limitations, especially from the Perkins budget end.
  - Chair Myra - when we talk to LEA leaders, we need to ask about how they're acknowledging these populations. What are they doing to

tackle retention and outcomes-based approaches RK talked about, even in untraditional CTE programs? Where are folks? What is the growth coming outside of CTE Programs?

- Donald Boyd - including all the stakeholder voices - what can be improved is the random selection of participants to have greater clarity as to what's happening in the system. What can the Dept of Labor do to provide or assist in the age barrier in rural healthcare that prohibits career exposure for students? We know transportation is a barrier. We want to provide students with useful experiences in CTE, so how can we and the Dept of Labor mitigate this barrier?
  - RSP - we're hoping LEAs apply to the Perkins Reserve grant, which targets these hurdles. As we're thinking about our findings, we can report some of these best practices in our December report and bring up what possible solutions may look like. You mentioned random samples - districts select who participates. What would that look like? How do we get a random sample from the LEA?
  - Boyd - I think asking a Comprehensive Needs Assessment and asking who would participate - or people in the community and work in the industry to participate. Bring all voices to the table to make well-informed decisions. Send out surveys and ask if they'd be interested in participating in the ERT. When we have these visits, it's important our feedback is timely and accurate, especially post-visit reports.
  - Cavey - when we do apprenticeship audit, we do interviews of the apprenticeship students and they request people from different races to interview. Idk if that's part of the rules of affirmative action or just an easy way to get a diverse group. But the thing with these kids is that you want people who are willing because we're sitting and interview people. We should break it down to one or two people interviewing one or two students. That's something to work through to get the answers you need.
    - What I noticed is a positive and a negative - counselors and coaches - some schools were awesome, then there were schools where they weren't as awesome. Because it was new, they didn't even know what they were supposed to be doing. As the year went along, they better understood. Maybe in group sessions, they can better understand what's expected of them.
    - Still some stragglers that are hesitant to send students to CTE, but that is something to look at as well.
  - RK - one of the things to consider is 1) how the system is being operationalized and how it's intentionally designed and built. Every spring, we'll have the next iteration of CLNA. All LEAs on a 2-year rolling cycle, they evaluate every single program. They are data-driven

conversations that have a required group of members to be a part of the process - instructors, post-secondary, workforce, etc., law is prescriptive on who must be there. This is an opportunity to understand what's happening in CTE from those conversations. Data is current, relevant, etc. The CLNA drives the work for the next two years, also for their Perkins application. Everything in the local app must come back to CLNA. That's a space for that.

- When ERTs go into schools, they are looking at the operational factors to that in practice. It gets specific, actionable items, but it also helps reduce the burdens of data reproduction, talking about why programs exist. It gets everyone what they want with the least amount of work.
- RSP - collaborating with the committee on using data and information from CLNAs.
- Chair Norton - career coaching is what we need to continue figuring out. I know JFF is helping us with that. There is no consistent approach right now.
- Chair Norton - what data should we prioritize - a lot of the ERT visits and reports are qualitative in nature, which you need, but I think we would be better served to get a foundation of quantitative data. We should really figure out like how many students are in this LEA, how many are in CTE. Retention rates. Applied and participated and completed apprenticeships. We should look at that as patterns in what is happening. Quantitative data can take into account those factors - to contextualize qualitative data. I would hate to have qualitative data to assess where the opportunities are.
  - Boyd - you need both. We have to have some baseline data, then we build on it with qualitative data. There's a bit of skewed because it comes from a person's perspective. It would explain the phenomena of what's happening in that district.
- RSP - we are using quantitative data, but we need to more explicitly say that in the Deployment Plan.
- RK - it's going to be important knowing that the CTE Cmte has data capacity, it's going to be critical that we coordinate on this because most of the quantitative data is what we already have. The worse thing we can do is have disjointed data. We need to build the same methodology.
- RSP - open-endedness in plan to leverage data that MSDE has and what LEAs self-report.
- RSP - engaging LEA Leadership in the process. We have strengthened how we're engaging with leadership in the orientation's extended time. SO there's a deep-dive opportunity before the visit. This past year, sometimes, there were leadership focus groups, and based on feedback, that has been replaced.
  - The question we have - on the day of, do we want to have a focus group with leadership or do the bookended insights suffice?

- Charnetia - I like the bookended approach. How comfortable are they talking in a group setting? It's going to impact how they talk about the issues. Some of the headwinds won't be accurate if leadership is in the room.
- Chair Norton and Brian Cavey agree. Cavey - one visit had leadership sit in and even I was uncomfortable with that. There's a panel in the back listening to the answers. We need to be with teachers, counselors, and students by ourselves.
- Chair Norton - I'm sure we can do this by capturing during those visits - things arise that we want to ask LEA Leadership. How do you think about this disconnect? Part of the process needs to highlight those extra questions to the LEA Leadership.
- RSP - Capturing what those questions are so post-visit interactions with LEA leadership gets answers to those questions.
- Chair Norton - transition to Phase 2 - super focused on baseline and what are the things we need to look at. We did all these visits and still don't know what the baseline is. Time is of the essence. I know in Year 1, we're learning on the job. Making decisions and recommendations about things that need to change.
- SB - question in the chat - is there any program for students with disabilities?
- RSP - I want to double-back and see if anyone else has anything to say in response to Chair Norton. We're going to be doing pilot assessment in this year. It's there to support
- Chair Norton - these are things we should invest in.
  - Before we move to voting on the plan - I want to ask if there are any items of concern that the CMTE members want to underscore. What's going to happen - if we approve with edits, the draft will go to AIB for feedback and approval. That's what happens next.
- RSP - summarizes edits and feedback:
  - Articulate to the extent possible, get more data on CTE and outside CTE.
  - Articulating qs we ask admins and weaving that in.
  - Focus groups won't have lea leadership in them.
  - Exploring opportunities to get random samplings. Breadth of individuals in both fgs and ERT members.
  - Experiment with smaller student groups.
  - Articulate that the end of day debrief, ERT will capture questions and submit them to LEA leadership.

Chair Norton motions to approve plan

Matt Holloway seconds.

All in favor.

None opposed.

Plan passes.

## **PERKINS V FY26 BUDGET REVIEW**

RK

- Nine Required Uses of Perkins
  - Pro dev
- FY 26 - 20.8 million-most of this is not state choice.
  - It goes to school systems and post-secondary schools. 65 goes to secondary. 35 goes to postsecondary whose primary degree is associates.
  - Trump Admin plans to defund post secondary CTE funding and move it to secondary CTE schools.
  - Reserve fund - fed allows to allocate up to 15% into reserve fund. Ultimately, this is an innovation grant. It must be allocated as a competition. We reserve 5%. This year, we have provided an opportunity for CTE Cmte to distribute 500k through a competitive grant. Hopefully, everyone here will participate to better understand how LEAs minimize barriers to succeed in CTE systems.
  - 10% towards state leadership. It includes 60k to 150k for preparing students to non-traditional fields - welding with female students, nursing to males, etc. it's completely gender-based. We look at programs with 75% or greater in a particular gender. It is considered a non-traditional field to increase awareness and get others into that program.
  - Up to 2% for serving individuals in state institutions.
  - At least 50k for recruiting special populations to enroll in CTE. This is required, but the state agency has to match fed funds. This is where you operationalize the work - so my teammates are split between state and fed funds. We had 14 LEAs who received less than 250k. Kent Co only received 31k. State leadership dollars used to increase funding for those LEAs so they can begin building and modernizing their programs. That took a significant chunk of change, but we knew it was important.

Chair Norton - thank you so much

## **ADJOURNMENT**

Chair Norton outlined next steps for the Committee, which included:

- Signing up for CTE ERT
- Review team for Perkins Reserve Grant CFP



We'll come back with feedback from AIB on the CTE ERT Deployment Plan.

A motion to adjourn was made by Chair Norton and seconded by Matt Holloway. The meeting was adjourned.

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*Meeting materials can be found here [insert link]. The recording of the meeting can be found here [insert link].*