



**Karen B. Salmon, Ph.D.**  
State Superintendent of Schools

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**TO:** Members of the State Board of Education  
**FROM:** Karen B. Salmon, Ph.D.  
**DATE:** December 3, 2019  
**SUBJECT:** Career and Technical Education Four-Year State Plan

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**PURPOSE:**

The purpose of this agenda item is to request approval of the Maryland Career and Technical Education Four-Year State Plan that is required to be submitted to the United State Department of Education for release of Perkins funds.

**BACKGROUND/HISTORICAL PERSPECTIVE:**

The *Carl D. Perkins Career and Technical Education Improvement Act of 2006* was amended in July 2018 by the *Strengthening Career and Technical Education for the 21st Century Act*, referred to as Perkins V. The revised law requires a new application from states and territories for federal CTE funding. Revisions in Perkins V requires states to submit a four-year CTE plan to the United States Department of Education, Office of Career, Technical, and Adult Education for approval. The four-year CTE plan must be developed in consultation with a variety of stakeholders and provide a summary of the degree to which CTE programs in the state address the needs of employers as identified by the state's workforce development board. Key shifts in the *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* include:

1. Implementing a career and technical education (CTE) comprehensive local needs assessment to support data informed decisions to improve CTE systems and programs of study;
2. Aligning CTE programs of study to high-wage, high-skill, and/or in-demand careers;
3. Strengthening the CTE teacher and faculty pipeline;
4. Promoting innovative practices to reshape where, when, how, and to whom CTE is delivered;
5. Expanding the reach and scope of career guidance and academic counseling;
6. Increasing recruitment of specific student groups in CTE programs of study; and
7. Establishing new program quality measures and related levels of performance to optimize outcomes for students.

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**EXECUTIVE SUMMARY:**

The Maryland CTE Four-Year State Plan was developed with input from over 300 stakeholders over the course of a year. The plan was informed by the Maryland Workforce Innovation and Opportunity Act State Plan, Maryland Every Student Succeeds Act Consolidated Plan, Maryland Commission on Innovation & Excellence in Education recommendations, and the requirements outlined in the *Strengthening Career and Technical Education for the 21st Century Act*. The state plan was shared with the State Board of Education on October 22, 2019.

**ACTION:**

It is being requested that the State Board approve the Maryland Career and Technical Education Four-Year State Plan.

**Attachment (1)**

Attachment I – Maryland Career and Technical Education Four-Year State Plan Executive Summary

## Executive Summary

The vision for career and technical education (CTE) in Maryland is for each student to have access and opportunity to engage in career programs of study that:

- ✓ align to high-skill, high-wage, and/or in-demand careers;
- ✓ lead to earning industry-recognized and/or postsecondary credentials that will allow entrance and/or advancement in a specific career cluster; and
- ✓ provide career-based learning experiences that require the application of academic and technical knowledge and skills in a work setting.

The [Maryland Career and Technical Education Four-Year State Plan](#) is grounded in the vision for CTE; guided by requirements of the federal *Strengthening Career and Technical Education for the 21<sup>st</sup> Century Act* (Perkins V); and informed by the Maryland Workforce Innovation and Opportunity Act (WIOA) State Plan, the Maryland Commission on Innovation and Excellence in Education (Kirwan Recommendations), and stakeholders representing business, higher education, workforce and economic development, and local school systems.

Essential to the state plan is the requirement that local school systems collaborate with community colleges and employers to:

1. Complete a CTE needs assessment to ensure that CTE programs of study offered by a school system or community college address regional workforce needs;
2. Align CTE programs to high-wage, high-skill, or in-demand career fields;
3. Align CTE curriculum to industry and academic standards;
4. Establish and implement structures that will allow for 45% or more of high school students to complete a CTE program of study, earn industry-recognized credentials, or complete an apprenticeship.
5. Strengthen the CTE teacher and faculty pipeline;
6. Promote innovative practices to reshape where, when, how, and to whom CTE is delivered;
7. Expand the reach and scope of career guidance and academic counseling;
8. Increase recruitment of specific student groups in CTE programs; and
9. Establish new program quality measures and related levels of performance to optimize outcomes for students.

Key components of the state plan include expanding programs such as Apprenticeship Maryland and Pathways in Technology Early College High (P-TECH) School; preparing students with disabilities for occupations that lead to self-sufficiency; and providing equal access and supports for students to complete CTE programs of study and earn recognized industry credentials.

Funding to support CTE programs of study will be provided to local school systems, community colleges, Juvenile Services Education System, and the Adult Correctional Education System in alignment with state plan priorities and federal law requirements. Increased accountability measures will be implemented to ensure that students experience high-quality career programs of study that prepare them for career success.



**Maryland Career and Technical Education Four-Year State Plan establishes a foundation to prepare students for the workforce through industry-aligned career programs of study and career-based learning experiences that allow students to earn industry-recognized and/or postsecondary credentials that lead to entrance and/or advancement in specific career fields.**