Maryland
Consolidated Perkins and
Methods of Administration (MOA)
Monitoring Plan

Career and Technical Education, Education that Works.

MARYLAND STATE DEPARTMENT OF EDUCATION
EDUCATION
EQUITY AND EXCELLENCE

Maryland State Department of Education
Division of Career and College Readiness
Maryland Public Schools
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Maryland State Department of Education

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Introduction

The Maryland Consolidated Perkins and Methods of Administration (MOA) Monitoring Plan outlines a comprehensive evaluation-compliance-monitoring process under which each recipient's system of CTE is evaluated and progress is monitored to ensure their compliance in the equity and access of high-quality CTE for all. The Maryland State Department of Education (MSDE) is the lead agency responsible for administration of both Perkins V and MOA requirements across the state of Maryland. The Maryland Consolidated Perkins and MOA plan describes how the MSDE will implement federal Perkins V and MOA requirements to support equitable student access and program performance in CTE programs of study. It outlines the selection process for how education agencies are identified for compliance reviews, the criteria used to determine their compliance with state and federal requirements, and the on-going monitoring to ensure progress and completion of corrective actions needed based on findings during compliance reviews. The Maryland Consolidated Perkins and MOA plan is purposefully aligned to the Maryland CTE Four-Year State Plan, which was approved by the United States Department of Education in May 2020, to ensure a consistent approach to CTE statewide. Perkins V, also known as the Strengthening Career and Technical Education for the 21st Century Act, expands opportunities for students to explore, choose, and pursue CTE programs of study and career pathways to earn credentials of value. Additionally, it provides states and local education agencies with a critical framework to center equity within Career and Technical Education Comprehensive Local Needs Assessment (CLNA). The MOA program was developed by the United States Department of Education (USDE) and Office for Civil Rights (OCR), to ensure that all students, regardless of race, color, national origin, sex, or disability, have equitable access to high-quality CTE programs through the compliance of the following federal civil rights laws: (1) The Civil Rights Act of 1964, Title VI, (2) The Rehabilitation Act of 1973, Section 504, (3) The Education Amendments of 1972, Title IX, and (4) The American With Disabilities Education Act Of 1990, Title II.

Traditionally, MOA and Perkins data evaluations, compliance reviews, and progress monitoring were completed in isolation of each other. Beginning in the 2020-2021 school year, MOA and Perkins compliance reviews will be consolidated to one comprehensive review process for CTE. This Consolidated Plan supports a holistic approach to monitor compliance with MOA and Perkins V requirements, review implementation, assess outputs, and measure effectiveness of CTE statewide. Outcomes from data evaluations and compliance reviews will be used to inform technical assistance, professional learning experiences, and resources provided by the state to recipients to support implementation of practices that support equity in CTE programs statewide.

CTE programs of study are implemented in 24 local school systems, 15 community colleges, and 22 state-operated programs (e.g. Juvenile Services Education and Adult Correctional Education). Each entity that implements a CTE program of study and receives federal funds (referred to as

"recipients" throughout this document) is required to adhere to MOA and Perkins V requirements.

The Division of Career and College Readiness at the MSDE is responsible for facilitating the evaluation, compliance, and progress monitoring process to ensure that all recipients adhere to federal requirements established by MOA and Perkins V.

Maryland Consolidated Perkins and MOA Monitoring Plan Development

High quality, equitable CTE is a priority for the MSDE. In October 2019, the Maryland State Board of Education established educational equity as a matter of policy and priority in Maryland public schools. Code of Maryland Regulation 13A.01.06 require the following:

- Each Maryland public school will provide every student equitable access to the educational rigor, resources, and support that are designed to maximize the student's academic success and social/emotional well-being;
- Each local school system's procedures and practices provide for educational equity and ensure that there are no obstacles to accessing educational opportunities for any student; and
- Achievement will improve for all Maryland students and achievement gaps will be eliminated.

Equity and high quality CTE are also the cornerstones of the Maryland CTE Four-Year State Plan and Maryland State Plan for Postsecondary Education, which informed the Consolidated Perkins and MOA Monitoring Plan development.

Figure 1: Vision for CTE

Over the course of the last year, the Division of Career and College Readiness collaborated with over 300 stakeholders to revise the vision and direction for CTE in Maryland to ensure that all students have equitable access to high-quality CTE programs of study. The revised vision (Figure 1) and direction for CTE is defined in the Maryland Career and Technical Education Four-Year State Plan. The Maryland Consolidated Perkins and MOA Monitoring Plan aligns to the revised vision and direction for CTE.

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The Maryland Consolidated Perkins and MOA Monitoring Plan is
- ✓ grounded in the state's vision and mission for CTE and the Maryland CTE Four-Year State Plan;
- ✓ guided by requirements of the federal
  - o Strengthening Career and Technical Education for the 21st Century Act (Perkins V),
  - o Guidelines for the Eliminating Discrimination and Denial of Services on the Basis of Race, Color, National Origin, Sex and Handicap in Vocational Education Programs (MOA Guidelines) (34 C.F.R. Part 100, Appendix B),
  - o Title VI of the Civil Rights Act of 1964 (34 C.F.R. Part 100),
  - o Title IX of the Education Amendments of 1972 (34 C.F.R. Part 106),
  - o Section 504 of the Rehabilitation Act of 1973 (34 C.F.R. Part 104),
  - o Title II of the Americans with Disabilities Act of 1990 (28 C.F.R. Part 35); and
- ✓ informed by the Maryland Workforce Innovation and Opportunity Act (WIOA) State Plan, Maryland State Plan for Postsecondary Education, and the Maryland Commission on Innovation and Excellence in Education.

Input from stakeholders informed the development of the Maryland Consolidated Perkins and MOA Monitoring plan. Invitations to participate in Consolidated Perkins and MOA Monitoring Plan Stakeholder Virtual Meetings were sent to individuals representing industry, business, higher education, local school systems, professional organizations, state agencies, and special populations groups. Stakeholders groups were separated into three groups identified as (1) Local School Systems and Community Colleges, (2) Juvenile Services Education, and (3) Adult Correctional Education. The Local School Systems and Community Colleges work group met virtually through a series of four sessions on August 5, 12, 19, and 26, 2020 to review and provide feedback on the Maryland Consolidated Perkins and MOA Monitoring plan draft. Juvenile Services Education and Adult Correctional Education met virtually through two separate sessions for each group on August 6 and 13, 2020 to review and provide feedback on the Maryland Consolidated Perkins and MOA Monitoring plan draft. Meetings began with an overview of Consolidated Perkins and MOA requirements and the impact of the Consolidated Plan on CTE. Participants had an opportunity to provide feedback on the selection criteria, documents and evidence requested, technical assistance, and the Consolidated Plan's process and timeline.

At the conclusion of each session, meeting participants reviewed content and discussed next steps. Individuals were asked to provide feedback for each meeting through discussion during the presentation as well as via a Google feedback form. Participants were provided with an opportunity to share feedback via the Google form during the meeting and up to 48 hours after

each meeting had ended. Feedback from virtual meetings were used to inform revisions of the Maryland Consolidated Perkins and MOA Monitoring Plan.

All meetings were recorded and materials were distributed to attendees as well as posted to Dropbox for review. A draft of the Maryland Consolidated Perkins and MOA Monitoring Plan was also posted to Dropbox. The announcement to provide feedback was shared at each meeting as well as through emails to stakeholder groups. Feedback submissions were reviewed and used to inform Consolidated Perkins and MOA Monitoring plan revisions.

Feedback from virtual meetings included:
- Providing additional compliance review and monitoring trainings.

- Exploring opportunities to shadow on compliance reviews.

- Providing earlier notification of compliance review prior to 90 days.

- Providing assistance to help identify points of contact for compliance reviews.

- Including more encompassing identification for students with disabilities.

- Including more encompassing identification of services provided through state-operated programs.

- Providing a guide on how to read data reports and dashboards.

- Exploring ways to track the retention and progression of students from non-credit to credit CTE programs.

Table 1: Opportunities to Provide Input At Meeting or In Writing on the Consolidated Plan

Meeting or Public Comment Date	Participants	Outcomes
August 5, 2020	Consolidated Perkins & MOA Monitoring Plan Stakeholders Meeting #1 17 participants representing the following organizations: 1. Cecil County Public Schools 2. Allegany College of Maryland 3. Maryland Department of Labor 4. Howard County Public Schools 5. Baltimore County Public Schools 6. Montgomery College 7. Frederick County Public Schools 8. Queen Anne's County Public Schools 9. Maryland Department of Disabilities 10. Maryland Higher Education Commission 11. Maryland Career and Technical Administrators 12. Maryland Business Roundtable for Education 13. College of Southern Maryland 14. Maryland Division of Rehabilitation Services 15. Washington County Public Schools	Participants received an overview of the Federal requirements that govern the Consolidated Perkins and MOA Monitoring Plan, reviewed the criteria for *Assessment of Equity and Student Success* from the Consolidated Perkins and MOA Monitoring Plan, sufficiency of requested evidence for criteria, and technical assistance needed to support collection of evidence in meeting compliance. The recorded meeting can be found here.
August 12, 2020	Consolidated Perkins & MOA Monitoring Plan Stakeholders Meeting #2 18 participants representing the following organizations: 1. Cecil County Public Schools 2. Allegany College of Maryland 3. Maryland Department of Labor 4. Howard County Public Schools 5. Baltimore County Public Schools 6. Montgomery College 7. Maryland Career and Technical Administrators 8. Frederick County Public Schools	Participants reviewed the criteria for *Assessment of Student Progress* from the Consolidated Perkins and MOA Monitoring Plan, sufficiency of requested evidence for criteria, and technical assistance needed to support collection of evidence in meeting compliance. The

Meeting or Public Comment Date	Participants	Outcomes
	9. Queen Anne's County Public Schools 10. Maryland Department of Disabilities 11. Maryland Higher Education Commission 12. Maryland Business Roundtable for Education 13. College of Southern Maryland 14. Chesapeake College 15. Wicomico County Public Schools 16. Washington County Public Schools 17. Maryland Division of Rehabilitation Services	recorded meeting can be found here.
August 19, 2020	Consolidated Perkins & MOA Monitoring Plan Stakeholders Meeting #3 17 participants representing the following organizations: 1. Cecil County Public Schools 2. Allegany College of Maryland 3. Maryland Department of Labor 4. Howard County Public Schools 5. Baltimore County Public Schools 6. Montgomery College 7. Maryland Career and Technical Administrators 8. Frederick County Public Schools 9. Maryland Department of Disabilities 10. Maryland Higher Education Commission 11. Baltimore City Public Schools 12. Maryland Business Roundtable for Education 13. Chesapeake College 14. Washington County Public Schools 15. Wicomico County Public Schools 16. Maryland Division of Rehabilitation Services	Participants reviewed the criteria for Assessment of CTE Alignment with Local Workforce Needs, Curriculum and Instruction and CTE Capacity, Resources, and Instructional Facilities from the Consolidated Perkins and MOA Monitoring Plan, sufficiency of requested evidence for criteria, and technical assistance needed to support collection of evidence in meeting compliance. The recorded meeting can be found here.

Meeting or Public Comment Date	Participants	Outcomes
August 26, 2020	Consolidated Perkins & MOA Monitoring Plan Stakeholders Meeting #4 20 participants representing the following organizations: 1. Cecil County Public Schools 2. Allegany College of Maryland 3. Maryland Department of Labor 4. Howard County Public Schools 5. Baltimore County Public Schools 6. Montgomery College 7. Maryland Career and Technical Administrators 8. Frederick County Public Schools 9. Queen Anne's County Public Schools 10. Maryland Department of Disabilities 11. Maryland Higher Education Commission 12. Baltimore City Public Schools 13. Washington County Public Schools 14. Maryland Business Roundtable for Education 15. College of Southern Maryland 16. Chesapeake College 17. Wicomico County Public Schools 18. Maryland Division of Rehabilitation Services	Participants reviewed the criteria for *Program Plan and Evaluation and Reporting and Record Keeping* from the Consolidated Perkins and MOA Monitoring Plan, sufficiency of requested evidence for criteria, and technical assistance needed to support collection of evidence in meeting compliance. The recorded meeting can be found here.
August 6, 2020	Consolidated Perkins & MOA Monitoring Plan Stakeholders Meeting #1 2 participants representing Juvenile Services Education 2 participants representing Adult Correctional Education	Participants received an overview of the Federal requirements that govern the Consolidated Perkins and MOA Monitoring Plan, reviewed the Consolidated Perkins and MOA Monitoring Plan criteria applicable for state-operated

Meeting or Public Comment Date	Participants	Outcomes
		programs, sufficiency of requested evidence for criteria, and technical assistance needed to support collection of evidence in meeting compliance. This meeting was not recorded.
August 13, 2020	Consolidated Perkins & MOA Monitoring Plan Stakeholders Meeting #2 1 participants representing Juvenile Services Education 3 participants representing Adult Correctional Education	Participants reviewed remaining Consolidated Perkins and MOA Monitoring Plan criteria applicable for state-operated programs and the Consolidated Perkins and MOA Monitoring Plan process and timeline for state-operated programs. This meeting was not recorded.

Approval of the Maryland Consolidated Perkins and MOA Monitoring Plan

The MSDE is the sole agency responsible for approval of the Maryland Consolidated Perkins and MOA Monitoring Plan. The final plan was presented to the Assistant State Superintendent of the Division of Career and College Readiness, the Deputy Superintendent of Teaching of Learning, and the State Superintendent of Schools for approval. Appendix A provides reference to approval signatures.

Plan for Performing Oversight Responsibilities

The Maryland Consolidated Perkins and MOA Monitoring Plan for Performing Oversight Responsibilities identifies Maryland's evaluation, compliance, and progress monitoring process to prevent, identify, and remedy gaps in CTE student access and progress among student groups as well as to customize support in maintaining high-quality CTE programs of study. It outlines the plan to evaluate civil rights data, Perkins V data, and related requirements; conduct periodic compliance reviews both in-person and virtually; notify recipients of non-compliance findings to remedy and monitor progress in addressing corrective actions.

Recipient Universe

Recipients are each entity that implements a CTE program of study and receives federal funds. All recipients are required to adhere to Perkins V and MOA requirements. Maryland recipients include 24 local school systems, 15 community colleges, and 22 state-operated programs. The five largest school systems in the state, those enrolling 75,000 or more students, are subdivided into regions. Perkins and MOA reviews occur at the school level. Regionalizing larger school systems ensures that the state can facilitate a review process that accurately reflects equitable practices across the entire school system. The school systems that are subdivided include:

- Anne Arundel County - 2 regions,
- Baltimore City - 4 regions,
- Baltimore County - 5 regions,
- Montgomery County - 6 regions, and
- Prince George's County - 5 regions.

Community colleges with multiple campuses are represented as single sites for the purpose of reviews. As a result, Maryland includes a total of 78 recipients including:

- 41 Local school system regions,
- 15 Community colleges, and
- 22 State-operated programs.

Local School Systems: There are 24 local school systems in Maryland. Large school systems are subdivided into smaller regions. Table 2 provides a list of local school systems and the year(s) they have participated in on-site Perkins and MOA reviews.0

Table 2: List of the local school system recipients and onsite compliance review years

	Local School Systems	MOA Review Years	Perkins Review Years
1	Allegany County	1991	2017
2	Anne Arundel County, North	1991, 2000, 2009	2018
3	Anne Arundel County, South	1991, 2000	2018
4	Baltimore City, North East	1991, 2019	2015
5	Baltimore City, North West	1991, 2015	2015
6	Baltimore City, South East	1991	2015
7	Baltimore City, South West	1991	2015
8	Baltimore County, Central	1995	2016
9	Baltimore County, North East	1995	2016
10	Baltimore County, North West	1995	2016
11	Baltimore County, South East	1995, 2004	2016
12	Baltimore County, South West	1995	2016
13	Calvert County	1995, 2012	2018
14	Caroline County	1996. 2015	2014
15	Carroll County	1992, 2011	2018
16	Cecil County	1993	2019
17	Charles County	1990, 1999, 2018	2017
18	Dorchester County	1991, 2008	2014
19	Frederick County	1990, 2008	2016
20	Garrett County	1993	2015
21	Harford County	1992, 2004	2019
22	Howard County	1995, 2016	2017
23	Kent County	1998, 2005	2014
24	Montgomery County, Cluster 1	1993, 2006	2015
25	Montgomery County, Cluster 2	1993	2015
26	Montgomery County, Cluster 3	1993, 2011	2015
27	Montgomery County, Cluster 4	1993	2015
28	Montgomery County, Cluster 5	1993	2015
29	Montgomery County, Cluster 6	1993	2015
30	Prince George's County, Region I	1992	2015
31	Prince George's County, Region II	1992, 2014	2015
32	Prince George's County, Region III	1992	2015
33	Prince George's County, Region IV	1992	2015
34	Prince George's County, Region V	1992, 2016	2015
35	Queen Anne's County	1993, 2018	2016
36	St. Mary's County	1996	2017
37	Somerset County	1990, 2009	2015
38	Talbot County	1990, 2017	2015
39	Washington County	1989, 2009	2018
40	Wicomico County	1993, 2013	2017
41	Worcester County	1997, 2013	2017

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Community Colleges: There are 15 community colleges that participant in Perkins and MOA reviews. Colleges with multiple campuses provide a single set of data to the Division of Career and College Readiness. As a result, they are not subdivided for reviews. Table 3 provides a list of community colleges and the year(s) they have participated in Perkins and MOA reviews.

Table 3: List of community college recipients and on-site review years.

	Community Colleges	MOA Review Years	Perkins Review Years
1	Allegany College	1990, 2003, 2019	2017
2	Anne Arundel Community College	1997, 2008	2018
3	Baltimore City Community College – Harbor, Liberty Heights	1982, 2006	2015
4	Cecil Community College	1993	2019
5	College of Southern Maryland (formerly named Charles County Community College)	1985, 2000	2017
6	Chesapeake College – Cambridge Center, Wye Mills	1999	2015
7	Community Colleges of Baltimore County – Catonsville, Dundalk, Essex	1995, 2005	2016
8	Frederick Community College	1992, 2015	2016
9	Garrett Community College	1988, 2010	2015
10	Hagerstown Community College	1998	2018
11	Harford Community College	1996, 2017	2019
12	Howard Community College	1991, 2004	2017
13	Montgomery College – Germantown, Rockville, Takoma Park	1991, 2008	2015
14	Prince George's Community College	1986, 2016	2015
15	Wor-Wic Community College	1987, 2012	2015

State-Operated Programs: There are 22 state-operated programs that provide approved occupational programs. State-operated programs are offered in adult correctional facilities and juvenile residential facilities. Traditionally, state-operated programs did not participate in the Perkins review process. Moving forward, all state-operated programs will be required to participate in reviews for Perkins and MOA. All state-operated programs are open-entry/open-exit with participation based on those meeting institutional criteria. Table 4 provides a list of state-operated programs and the year they participated in an MOA review.

Table 4: List of state-operated programs recipients and on-site MOA compliance review year.

	State-Operated Programs	MOA Review Year
	Adult Facilities	
1	Easter Correctional Institution- East	No record of compliance review
2	Eastern Correctional Institution – West	No record of compliance review
3	Maryland Correctional Institution-Jessup	No record of compliance review
4	Maryland Correctional Institution – Hagerstown	No record of compliance review
5	Maryland Correctional Institution - Women	2002
6	Maryland Correctional Training Center	2002
7	Occupational Skills Training Center	2002
8	Patuxent Institution	No record of compliance review
9	Roxbury Correctional Institution	2002
10	Western Correctional Institution	No record of compliance review
	Juvenile Facilities	
11	Baltimore City Juvenile Justice Center	No record of compliance review
12	Garrett Children's Center	No record of compliance review
13	Cheltenham Youth Detention Center	No record of compliance review
14	Green Ridge Youth Center	No record of compliance review
15	Charles H. Hickey Detention Center	No record of compliance review
16	Lower Eastern Shore Children's Center	No record of compliance review
17	Mountain View	No record of compliance review
18	Alfred D. Noyes Center	No record of compliance review
19	Savage Mountain Youth Center	No record of compliance review
20	Victor Cullen Center	No record of compliance review
21	Thomas J.S. Waxter Children's Center	No record of compliance review
22	Western Maryland Children's Center	No record of compliance review

Processes and Procedures to Conduct Compliance Reviews

Compliance reviews will be facilitated on-site or virtually by a team led by the Division of Career and College Readiness. Appendix B identifies team leads for compliance reviews. The team aims to conduct a total of ten compliance reviews per year. The bulleted list identifies the projected number of reviews that will occur per year for secondary, postsecondary, and state-operated institutions which **include a minimum of 2 Secondary reviews and 1 Postsecondary review**.

- Secondary – 5 reviews
- Postsecondary – 3 reviews
- State-Operated Programs – 2 reviews

Reviews will either be on-site or virtual. Both type of compliance reviews will require interviews and submission of evidence by the recipient to the Division of Career and College Readiness demonstrating that all criteria have been met.

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Selection Plan

The Selection Plan outlines how recipients will be identified for compliance reviews and the type of review (on-site or virtual) that will be facilitated. The Selection Plan has been developed to:

1. include criteria that focus on maintaining equitable access to all CTE programs of study regardless of gender, race, and special population student groups;
2. support and encourage advancement in achieving equitable education opportunities and attainment of performance targets for students in protected classes; and
3. focus on the quality and effectiveness of CTE programs of study.

Selection Criteria

Recipients will be selected for compliance review based on established criteria and benchmarks used to:

- measure the level of CTE access by demographics,
- identify performance inequities among various student groups in meeting Perkins performance targets, and
- direct attention to recipients who may require support in maintaining and growing the quality and effectiveness of their programs of study.

Disparity percentage benchmarks were developed in alignment with Maryland's CTE Local Needs Assessment evaluation benchmarks and analysis of student group population distributions.

Local School Systems and Community Colleges: Maryland's Selection Plan includes twelve criteria used in ranking and selecting local school systems and community colleges. Points are awarded for access, equity, and quality. **Cluster datasets less than ten are excluded from analysis to ensure meaningful and reliable analysis of student group disproportionality from year to year.** Table 5 identifies how points are awarded for each criterion.

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Table 5: Selection Criteria for local school system and community colleges

ACCESS	I	**CTE Disproportionate Gender Enrollment**	
		Enrollment percentage of students based on gender compared to recipient's enrollment percentage (+/-20% or greater).	**+2 points** assigned to each cluster that is unrepresentative by gender.
	II	**CTE Disproportionate Disability Enrollment**	
		Enrollment percentage of students with disabilities in CTE programs compared to the recipient's enrollment percentage of students with disabilities (+/-5% or greater).	**+2 points** assigned to each cluster having an unrepresentative number of students with disabilities in CTE clusters.
	III	**CTE Disproportionate Minority Enrollment**	
		Enrollment percentage of students with minority status* in CTE programs compared to recipient's enrollment percentage of students with minority status (+/-10% or greater).	**+2 points** assigned to each cluster having an unrepresentative number of minority students in CTE clusters.
	IV	**CTE Disproportionate Economically Disadvantaged Enrollment**	
		Enrollment percentage of Economically Disadvantaged (ED) students compared to recipient's enrollment percentage of ED students (+/-10% or greater).	**+2 points** assigned to each cluster having an unrepresentative number of ED students in CTE clusters.
	V	**CTE Disproportionate English Language Learner Enrollment**	
		Enrollment percentage of English Learner (EL) students compared to recipient's enrollment percentage of EL students (+/-5% or greater).	**+2 points** assigned to each cluster having an unrepresentative number of EL students in CTE clusters.

*Minority status percentage metric is defined as the combined percentages of African-American, Pacific Islander, Native American/Alaskan and Hispanic students enrolled in a sub-region.

EQUITY	**VI**	**CTE Disproportionate Performance for Gender**	
		For each cluster, gender student group not meeting target for each performance indicator once target was made.	**+1 point** assigned for each cluster where gender student group did not meet performance target for each performance indicator. (Non-traditional concentrator enrollment indicator excluded)
	VII	**CTE Disproportionate Performance for Race**	
		For each cluster, racial student group not meeting target for each performance indicator once target was made.	**+1 point** assigned for each cluster where racial student group did not meet performance target for each performance indicator.
	VIII	**CTE Disproportionate Performance for Economically Disadvantaged**	
		For each cluster, economically disadvantaged student group not meeting performance target for each performance indicator once target was made.	**+1 point** assigned for each cluster where economically disadvantaged student group did not meet performance target for each performance indicator.
	IX	**CTE Disproportionate Performance for Students with Disabilities**	
		For each cluster, students with disabilities (SWD) not meeting target for each performance indicator once target was made.	**+1 point** assigned for each cluster where SWD group did not meet performance target for each performance indicator.
	X	**CTE Disproportionate Performance for English Learner Students**	
		For each cluster, English Learner students not meeting for each performance indicator once target was made.	**+1 point** assigned for each cluster where English Learner students did not meet performance target for each performance indicator.

QUALITY	**XI**	**CTE Program Performance**	
		For each program of study, students not meeting target (within 90%).	**+1 point** assigned for each program of study for every year target is not met in three-year span for each performance indicator.
	XII	**Time Since Last Review**	
		The number of years since the recipient's last on-site civil rights review	**+1 Index Point** (for every year) Recipient history is calculated directly into the Index Score

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State Operated Programs: For state operated programs, two adult facilities or juvenile facilities or a combination of the two will be randomly targeted for review each year. First priority will be given to facilities with an unknown date of last review and second priority will be given to facilities with a date of last review that occurred ten years ago or more.

Ranking Process
Specific selection data will be compiled utilizing the selection criteria as described previously and by the ranking system as described below.

Local School Systems: All local school systems will be listed based on final point assignment in order of points awarded from lowest to highest. The top five local school systems with the most points will participate in compliance review each year. The local school system with the most points in a given year will participate in an on-site review the remaining four school systems will participate in online reviews. School systems also have the option to submit a written request for an on-site compliance review.

Exclusions: Recipients will be excluded from further monitoring reviews for the period of two years to allow for any corrective actions or actions plans to be implemented.

Tie-breakers: In the event the rankings lead to a tie, the deciding factor will be the date of last review. This would mean that the recipient with the longest time since last review will be selected over the recipient with the more recent review date.

Exceptions: **(1)** In a case where more than two regions of a single local school system are listed with the most points, only one of the regions in that local school system will be chosen and the next highest ranking recipient from a differing local school system will be chosen. **(2)** In the event a recipient cannot be visited due to some unforeseen circumstance, then the next ranked recipient will be selected.

Community College: All recipients in the community college universe will be listed based on final point assignment in the order of rank from lowest to highest. The top three community college recipients with the most points will participate in compliance review during the reporting cycle. The community college with the most points will participate in an on-site review and the remaining colleges will participate in a virtual review. Community colleges also have the option to submit a written request for an on-site compliance review.

Exclusions: Recipients will be excluded from further monitoring reviews for the period of two years to allow for any corrective actions/actions plans to be implemented.

Exceptions: **(1)** In a case where the community college selected maintains more than one campus site listed as a recipient, the recipient (campus site) with the longest time since last review will be selected over the recipient (campus site) with the more recent review date.
(2) In the event a recipient cannot be visited due to some unforeseen circumstance, the next ranking recipient will be selected.

State Operated Programs: State operated programs will not be ranked. Instead, two adult facilities or juvenile facilities will be randomly selected for review during the two-year reporting cycle.

Exclusions: Recipients will be excluded from further monitoring reviews for the period of two years to allow for any corrective actions/actions plans to be implemented.

Compliance Review Notification
Each year, the Division of Career and College Readiness will release the list of recipients identified from the selection plan for on-site and virtual reviews for the following school year. Compliance review notifications will be sent to the Superintendent, College President, or State-Operated Program Executive Administrator at least ninety days prior to review date. Recipients identified through the selection plan must demonstrate compliance based on established criteria for Perkins and MOA compliance reviews. Recipients will be required to submit Perkins and MOA Review documentation to the Division of Career and College, for a desk audit at least thirty days prior to their review date for either the virtual or the on-site review.

Consolidated Perkins and MOA Compliance Review Criteria
Compliance review criteria are based on Perkins and MOA legislative requirements. These criteria provide alignment with school systems, community colleges, juvenile services education, and adult correctional education current required program protocols, evaluation and reporting requirements. There are 29 review criteria which span seven compliance review categories for local school systems and community colleges. State-operated programs are offered in adult correctional facilities and juvenile residential facilities where all state-operated programs are open-entry/open-exit with participation based on those meeting institutional criteria. As a result of the unique way in which state-operated CTE programs are offered, the monitoring process has been modified to reflect the review criteria most applicable to the programs and services provided. As such, there are 18 review criteria which span seven compliance review categories for juvenile services education and adult correctional education.

Recipients will be required to compile, at minimum, specific documented items and submit electronically to the Division of Career and College Readiness. The seven Perkins and MOA specific monitoring compliance review categories are outlined on the following pages. Additional information on compliance review criteria categories, including detailed descriptions of each criterion and the evidence required, can be found in the Consolidated

Perkins and MOA Compliance Plan Review Criteria Document for Local Schools Systems and Community Colleges and Consolidated Perkins and MOA Compliance Plan Review Criteria Document for Juvenile Services Education and Adult Correctional Education located here on our website. Additionally, since this Consolidated Plan supports a holistic approach to monitor compliance with MOA and Perkins V requirements, some of the evidence listed within the compliance review criteria can be used to fulfill more than one criteria. Where applicable, this indication is noted in the required evidence section of all pertinent criteria on each of the Perkins and MOA Compliance Plan Review Criteria Documents. Please note, CCTEP stands for Consolidated Career and Technical Education Plan.

Compliance Criteria for Local School Systems and Community Colleges
Assessment of Equity and Student Access- Compliance Review Criteria Category #1
CCTEP1A – Perkins: Needs Assessment Evaluation of Access, Equity and Student Performance Criteria
CCTEP1B – MOA: Recruitment Criteria
CCTEP1C – MOA: Admissions Criteria
CCTEP1D – MOA: Counseling Criteria
CCTEP1E – MOA: Administrative Criteria

Assessment of Student Progress - Compliance Review Criteria Category #2
CCTEP2A – Perkins: Needs Assessment Scope Criteria
CCTEP2B – Perkins: Needs Assessment Evaluation of Access, Equity, and Student Performance Criteria
CCTEP2C – Perkins: Needs Assessment Evaluation of Progress towards Program Implementation Criteria
CCTEP2D – MOA: Services for Students with Disabilities Criteria

Assessment of CTE Alignment with Local Workforce Needs - Compliance Review Criteria Category #3
CCTEP3A – Perkins: Needs Assessment Alignment of Workforce and/or Economic Needs Criteria
CCTEP3B – Perkins: Needs Assessment Quality Criteria
CCTEP3C – MOA: Work-Based Learning Criteria

Curriculum and Instruction - Compliance Review Criteria Category #4
CCTEP4A – Perkins: Needs Assessment Size Criteria
CCTEP4B – Perkins: Needs Assessment Scope Criteria
CCTEP4C – Perkins: Needs Assessment Quality Criteria

CTE Capacity, Resources, and Instructional Facilities - Compliance Review Criteria Category #5
CCTEP5A – MOA: Site Location and Facilities Selection Criteria
CCTEP5B – MOA: Housing in Postsecondary Institutions (Postsecondary ONLY)

CCTEP5C – Perkins: Needs Assessment Scope Criteria

CCTEP5D – Perkins: Needs Assessment Quality Criteria

CCTEP5E – MOA: Employment of Faculty and Staff Criteria

CCTEP5F – MOA: Accessibility of Facilities Criteria

CCTEP5G – MOA: Comparable Facilities Criteria

CCTEP5H – MOA: Financial Assistance Criteria

Program Plan and Evaluation - Compliance Review Criteria Category #6

CCTEP6A – Perkins: Needs Assessment Evaluation of Progress Towards Program Implementation Criteria

CCTEP6B – Perkins: Needs Assessment Scope Criteria

CCTEP6C – Perkins: Expert Review Team Criteria

Reporting and Record Keeping - Compliance Review Criteria Category #7

CCTEP7A – Perkins: Data Reporting and Record Keeping Criteria

CCTEP7B – Perkins: Grant and Program Reporting and Record Keeping Criteria

CCTEP7C – Perkins: Financial Reporting and Record Keeping Criteria

Compliance Criteria for Juvenile Services Education and Adult Correctional Education

Assessment of Equity and Student Access- Compliance Review Criteria Category #1

CCTEP1B – MOA: Recruitment Criteria

CCTEP1C – MOA: Admissions Criteria

CCTEP1D – MOA: Counseling Criteria

CCTEP1E – MOA: Administrative Criteria

Assessment of Student Progress - Compliance Review Criteria Category #2

CCTEP2D – MOA: Services for Students with Disabilities Criteria

Assessment of CTE Alignment with Local Workforce Needs - Compliance Review Criteria Category #3

CCTEP3A – Perkins: Needs Assessment Alignment of Workforce and/or Economic Needs Criteria

CTEP3C MOA: Work-Based Learning Criteria

Curriculum and Instruction - Compliance Review Criteria Category #4

CCTEP4B – Perkins: Needs Assessment Scope Criteria

CTE Capacity, Resources, and Instructional Facilities - Compliance Review Criteria Category #5

CCTEP5A – MOA: Site Location and Facilities Selection Criteria

CCTEP5C – Perkins: Needs Assessment Scope Criteria

CCTEP5D – Perkins: Needs Assessment Quality Criteria

CCTEP5E – MOA: Employment of Faculty and Staff Criteria
CCTEP5F – MOA: Accessibility of Facilities Criteria
CCTEP5G – MOA: Comparable Facilities Criteria

Program Plan and Evaluation - Compliance Review Criteria Category #6
CCTEP6B – Perkins: Needs Assessment Scope Criteria

Reporting and Record Keeping - Compliance Review Criteria Category #7
CCTEP7A – Perkins: Data Reporting and Record Keeping Criteria
CCTEP7B – Perkins: Grant and Program Reporting and Record Keeping Criteria
CCTEP7C – Perkins: Financial Reporting and Record Keeping Criteria

The Compliance Review

The Compliance Review team led by the Division of Career and College Readiness will carefully review all of the evidence compiled to determine if there are any areas in which the recipient was non-compliant with federal civil rights laws and/or regulations. A Letter of Findings will be issued to the Superintendent, Chief Executive Office, College President, or State-Operated Program Executive Administrator within thirty days of the completion of the virtual or on-site visit. The Letter of Findings will describe in detail any areas of non-compliance that were found, specify the necessary corrective actions to be taken by the recipient, or confirm that all areas reviewed were compliant. If areas of non-compliance are found, the recipient will have sixty days from the date of the Letter of Findings to submit to the Division of Career and College Readiness a Perkins and MOA Compliance Plan using an MSDE template. The Perkins and MOA Compliance Plan will be required to address each finding of non-compliance with a corrective action plan, which includes a specific date by which each finding will be fully addressed and resolved.

The review team will analyze materials submitted by the recipient. If submitted materials appropriately address the findings in the Letter of Findings then an Acceptance Letter will be issued by the Division of Career and College Readiness to the Superintendent, Chief Executive Office, College President, or State-Operated Program Executive Administrator. If the submitted material is found to be incomplete or insufficient then a follow-up letter will be sent by the Division of Career and College Readiness specifying the revisions that need to be made.

Once all of the necessary corrective actions have been fully addressed and completed, the recipient will be required to submit verifiable evidence for each finding to the Division of Career and College Readiness. This may include copies of completed work orders, revised documents, photos, etc. If the documentation is determined to be sufficient, a letter of Final Acceptance and Closure will be issued to the Superintendent, Chief Executive Office, College President, or State-Operated Program Executive Administrator. The Division of Career and College Readiness

will follow up with quarterly updates with all reviewed recipients until Perkins and MOA
Compliance plans have been completed.

Timeline for Perkins and MOA Process and Procedures
Figure 2 provides a summary of the timeline for implementation of processes and procedures
for Perkins and MOA Consolidated Compliance Reviews.

Notification

MSDE sends Perkins and MOA
Review Notification
90 Days Prior to Compliance Visit

Evidence Submission

Recipient Submits Evidence that
Demonstrate Compliance to
MSDE
30 days Prior to Compliance Visit

Compliance Review

MSDE Facilitates a Virtual or
On-Site Review
Day 30

Letter of Findings
MSDE Issues a Letter of Finding
(LOF)
30 Days After On-Site or Virtual
Review

- If all areas are compliant, then no
additional actions are necessary.

Compliance Plan Submission

Recipient Submits a Compliance
Plan to MSDE Outlining Actions
that will be Taken to Address
Items in the LOF
60 days after LOF

Compliance Plan Decision
MSDE sends an Acceptance
Letter or Revision Letter
60 days after Submission of
Compliance Plan

Figure 2: Timetable

December 2020
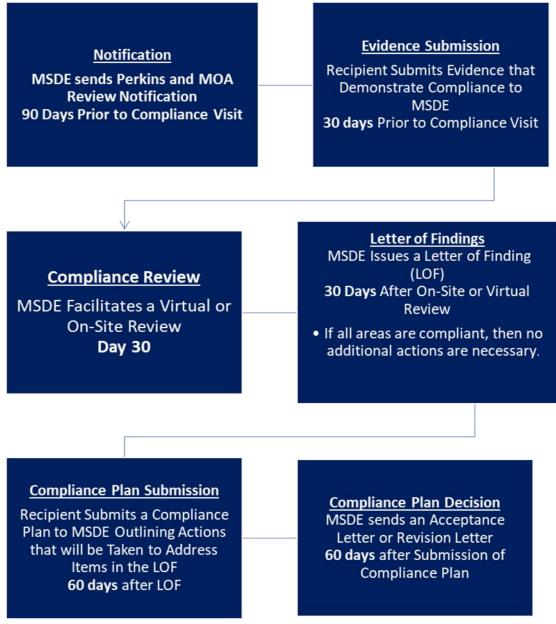
Technical Assistance

The Division of Career and College Readiness is committed to supporting recipients in achieving equitable outcomes for their students. Technical assistance is provided to help recipients prevent, identify, and remedy unlawful discrimination and meet federal requirements established by Perkins and MOA.

Statewide technical assistance is provided to all recipients. Perkins and MOA data is used to inform content of statewide technical assistance. Statewide technical assistance is facilitated through webinars, in-person convenings, resource development, and professional learning experiences. Quarterly meetings are held with CTE Directors of local school systems and Perkins Points of contact from Community Colleges. Representatives from state-operated programs are invited to participate in the quarterly meetings. Technical assistance for Perkins and MOA is provided at quarterly meetings. There is also a CTE Blackboard site that is password protected specifically for recipients where technical assistance resources (e.g. memos, presentations, bulletins, etc.) are posted. Recipients are notified when new resources are posted and when statewide meetings will be facilitated. The Division of Career and College Readiness works as a team to develop resources and facilitate statewide convenings. The list of the Division of Career and College Readiness team can be found in Appendix C.

The Division of Career and College Readiness also provides case-specific technical assistance to individual recipients before or after a compliance review. Recipients can contact the Equity and Civil Rights Compliance Specialist with specific technical assistance requests.

Recently, the Consolidated Perkins and MOA Monitoring Program website was launched. The website builds awareness of Perkins and MOA, describes policies and procedures, and shares essential information about Perkins and MOA. Examples of items on the website include:
- ✓ Perkins and MOA Monitoring and Selection Plan
- ✓ Perkins and MOA Evaluation Criteria List
- ✓ Perkins and MOA Document Checklist and Review Form
- ✓ Frequently Asked Questions
- ✓ Monitoring Review Process Webinars, Presentations, and Trainings
- ✓ Staff Contact Information

A Comprehensive Perkins and MOA Technical Assistance Manual is also available to recipients to support implementation of requirements identified in Perkins and MOA.

Ensuring that all students have access to high-quality CTE programs of study remains a priority for the Division of Career and College Readiness. The Maryland Consolidated Perkins and MOA Monitoring Plan outlines the process that will be implemented to support educational equity in CTE.

Career and Technical Education, Education that Works.

Appendix A: Approval of the Maryland Consolidated Perkins & MOA Monitoring Plan

The Maryland Consolidated Perkins & MOA Monitoring Plan has been reviewed and approved by:

_____   _____

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

_____   _____

Carol A. Williamson, Ed.D.   Date
Deputy Superintendent of Teaching and Learning

_____   _____

Tiara Booker-Dwyer   Date
Assistant State Superintendent for the
Division of Career and College Readiness and
Office of Leadership Development and School Improvement

Appendix B: Personnel Responsible for Facilitating Perkins and MOA Compliance Reviews

All Perkins and MOA compliance reviews will be led by the Division of Career and College Readiness and include a team of internal and external stakeholders.

Compliance Review Lead Personnel:
- China Wilson, Ph.D. – Equity and Civil Rights Compliance Specialist
- Nicassia Belton, Ed.D – Director of Data and Accountability and MOA Coordinator
- Nina Roa – Director of Finance and Legislation for Career Programs

Dr. China Wilson will lead all technical assistance and facilitation of compliance reviews. Table 6 identifies personnel that will support facilitation of compliance reviews in school systems and community colleges. The facilitation of compliance reviews of state-operated programs will be supported by Dr. Nicassia Belton and Ms. Nina Roa.

Table 6: Perkins and MOA Compliance Review Facilitators by School System and Community College.

Nancy Hauswald, *Career Programs and Grants Specialist - Region II*	
Allegany County Public Schools	Hagerstown Community College
Allegany College of Maryland	Kent County Public Schools
Anne Arundel Community College	Queen Anne's County Public Schools
Anne Arundel County Public Schools	Somerset County Public Schools
Caroline County Public Schools	Talbot County Public Schools
Chesapeake College	Washington County Public Schools
Dorchester County Public Schools	Wicomico County Public Schools
Garrett College	Worcester County Public Schools
Garrett County Public Schools	Wor-Wic Community College
Dean Kendall, *Career Programs and Grants Specialist - Region I*	
Baltimore City Community College	Cecil County Public Schools
Baltimore City Public Schools	Community College of Baltimore County
Baltimore County Public Schools	Harford Community College
Carroll Community College	Harford County Public Schools
Carroll County Public Schools	Howard Community College
Cecil College	Howard County Public Schools
Traci Verzi, *Coordinator of Finance and Legislation for Career Programs* ** *Career Programs and Grants Specialist - Region III***	
Calvert County Public Schools	Montgomery College
Charles County Public Schools	Montgomery County Public Schools
College of Southern Maryland	Prince George's Community College
Frederick Community College	Prince George's County Public Schools
Frederick County Public Schools	St. Mary's County Public Schools

Appendix C: Division of Career and College Readiness and Office of Leadership Development and School Improvement Team Members

All members of the Division of Career and College Readiness Team and Office of Leadership Development and School Improvement team will support compliance reviews and technical assistance to recipients.

Tiara Booker-Dwyer, Assistant State Superintendent
Miranda Hill, Administrator to the Assistant State Superintendent

Nicassia Belton, Ed.D., Director of Data and Accountability for Career Programs and MOA Coordinator
China Wilson, Ph.D., Equity and Civil Rights Compliance Specialist
Osh Oshitoye, Ph.D., Coordinator of Data and Accountability for Career Programs
Marquita Friday, Director of Career Programs
Charles (Scott) Nichols, Interim Coordinator Career Programs, STEM, and Computer Science
Charles (Chuck) Wallace, Coordinator of Career Programs and Student Organizations
Michelle Brownson, Management Associate
Jennifer Griffin, Career Programs and Apprenticeship Specialist
Elissa Hozore, Computer Science Specialist
Kent Seuferer, Career Programs and Student Organization
Nina Roa, Director of Finance and Legislation for Career Programs
Traci Verzi, Coordinator of Finance and Legislation for Career Programs
Hazel Hamond-Terry, Administrative Officer III
Nancy Hauswald, Career Programs and Grants Specialist, Region II
Dean Kendall, Career Programs and Grants Specialist, Region I

Office of Leadership Development and School Improvement
Ed Mitzel, Executive Director of Leadership Development and School Improvement
Laura Liccione, Coordinator of Academic Improvement
Morrall Thompson, Coordinator of Systematic Improvement
Anders Alicea, Instructional Transformation Specialist
Tara Corona, Continuous Improvement Specialist
Lori Ellis, Ed.D, Leadership Development Specialist
Katherine Key, Data Analyst
Felicia Lanham Tarason, Ed.D., School Leadership Support Specialist
Mary Minter, Ed.D., School Leadership Support Specialist

Appendix D: Glossary

All Students
The term "all students" means both male and female students from a broad range of backgrounds and circumstances, including disadvantaged students, students with diverse racial ethnic, or cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students with disabilities, students with limited English proficiency, migrant children, school dropouts, and academically-talented students.

Apprenticeship (Registered)
See Work-Based Learning.

Career
The sequence of occupations and other life roles that combine to express one's commitment to work in a person's total pattern of self-development. Each person has one lifelong career consisting of several occupations.

Career and Technical Education (or High Quality CTE)
The term 'career and technical education' means organized educational activities that offer a sequence of courses that provides individuals with coherent and rigorous content aligned with challenging academic standards and relevant technical knowledge and skills needed to prepare for further education and careers in current or emerging professions. CTE programs provide technical skill proficiency, an industry-recognized credential, a certificate, or an associate degree; and may include prerequisite courses (other than a remedial course). CTE programs include applied learning that contributes to the academic knowledge, higher-order reasoning and problem-solving skills, work attitudes, general employability skills, technical skills, and occupation-specific skills, and knowledge of all aspects of an industry, including entrepreneurship, of an individual.

CTE Participant
The term "CTE participant" means an individual who completes not less than one course in a career and technical education program or program of study of an eligible recipient.

CTE Program Completer
The term "CTE Completer" means a student who meets all requirements outlined in the State approved proposal for a CTE program of study.

CTE Program Concentrator
The term "CTE Concentrator" means at the secondary school level, a student served by an eligible recipient who has completed at least two courses in a single career and technical education program or program of study. At the postsecondary level, it is a student enrolled in eligible recipient who has earned at least 12 credits within a career and technical education

program or program of study; or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

CTE Program Developers
Anyone who works with the program advisory committee to develop high-quality CTE programs in accordance with the Division of Career and College Readiness prescribed process is a CTE program developer.

Classification of Instructional Programs (CIP)
The Classification of Instructional Programs (CIP) provide a taxonomic scheme that support the accurate titling, categorization, tracking, assessment and reporting of fields of study including career and technical education programs in Maryland. The full list of CIP codes developed by the U.S. Department of Education's National Center for Education Statistics (NCES) are available in electronic format and can be found at National Center for Education Statistics: The Classification of Instructional Programs (CIP) Codes found at URL: https://nces.ed.gov/ipeds/cipcode/Default.aspx?y=55

Cluster Frameworks and Programs
Career and Technical education programs typically provide programs for students to pursue within one of Maryland's ten cluster areas:
1. Arts, Media and Communication
2. Business Management and Finance
3. Consumer Service, Hospitality and Tourism
4. Construction and Development
5. Environmental, Agricultural and Natural Resources
6. Health and Biosciences
7. Human Resource Services
8. Information Technology
9. Manufacturing, Engineering Technical
10. Transportation Technologies

Career cluster
A grouping of occupations and industries based on shared features or "core functions." The cluster framework defines the scope of the industry, including the core business functions that are critical to the competitiveness and growth of the industry in Maryland. Career clusters provide a tool for schools to organize into small learning communities, academies, or magnet schools (through the use of programs).

Career programs
Related programs of study that provide a multi-year sequence of career guidance, coursework, and work-based learning experiences that enable students to make more informed career

choices. Programs are derived from the core functions of the cluster and include the major activities of each function.

Career and Technical Education programs of study are derived from the cluster framework and its accompanying pathways. Programs consist of a coherent sequence of secondary and postsecondary courses leading to a high school diploma, postsecondary degree, and/or an industry certification or credential. Maryland's Ten Career Cluster Frameworks can be found at the following link: Maryland High School Career and Technical Education Programs of Study 2019 found at URL:
http://marylandpublicschools.org/programs/Documents/CTE/CTEProgramsofStudy2019.pdf

Internship
See Work-Based Learning.

Maryland CTE Programs of Study
A Maryland CTE Program of Study is a structured sequence of academic and CTE courses leading to a postsecondary-level credential and employment. It provides students with a planned, sequential program of study that blends academic, technical, and workplace skills to prepare them for careers and further education. The Maryland CTE Programs of Study are based on the proposal development process with involvement by one or more of the cluster teams in the Division of Career and College Readiness. The cluster team leader convenes or endorses a design team consisting of employers as well as secondary and postsecondary educators. Approved CTE Programs of Study demonstrate the levels of accountability, structure, and support to ensure program quality and replication. The approval process is simplified for local CTE directors since the contents of the program are standardized. When local school systems adopt a Maryland CTE Program of Study, all of the program requirements must be adhered to without modification.

Occupation
An occupation is a cluster of jobs with common characteristics and requiring similar skills (e.g., photographer).

Special Populations
The term 'special populations' means individuals with disabilities; individuals from economically disadvantaged families, including low-income youth and adults; individuals preparing for non-traditional fields; single parents, including single pregnant women; out-of-workforce individuals; English learners; homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); youth who are in, or have aged out of, the foster care system; and youth with a parent who is a member of the armed forces (as such term is defined in section 101(a)(4) of title 10, United States Code); and is on active duty (such as term is defined in section 101(d)(1) of such title).

Work

Work is a conscious effort aimed at producing goods or services for the benefit of self or others. Work may be paid or unpaid.

Work-Based Learning

Activities at the high school and college levels that involve actual work experience and connect classroom learning to work. This is an all-encompassing term that includes: apprenticeships, cooperative education, and internships.

Supervised work-based learning (WBL) experiences are designed to provide meaningful work experience as an integral part of the regular career and Technical curricula. They require a partnership involving the education system, business and industry, community agencies and organizations, and the family.

Cooperative CTE is a method of education for students who, through written cooperative arrangements between a school and employers, receive instruction, including required rigorous and challenging academic courses and related CTE instruction, by alternating study in school with placement in a related career field. These experiences are organized around a training plan that is cooperatively developed by the school and employer to add value to and extend a student's career preparation.

This instruction is planned, organized, and coordinated to assure that each component contributes to the student's education and employability. Cooperative education is provided in one of three major formats: capstone, integrated, and diversified. Diversified education has been revised and is a Maryland CTE Program of Study called Career Research and Development.

- Capstone WBL: The on-the-job component of the program is subsequent to the in school, skill development component. Students are placed at training sites that have the potential to extend and refine competencies that are developed in the in-school component.

- Career Research and Development: The major portion of skill development is provided through on-the-job work experience based on a training agreement (signed by the parent, student, employer, and work-based learning coordinator). The in-school component is concurrent with the on-the-job component and is general in nature rather than directly related to the occupation or placement. The program consists of at least two in-school credits and two on-the-job. The occupational placements are targeted employment opportunities for which an in-school career and Technical program does not exist. This option exists when CTE programs are over-enrolled or when a program is unavailable for students.

- Integrated WBL: The on-the-job component of the program is entered after some in-school skill development, and the in-school skill development component is

maintained concurrent with on-the-job experience. Students are placed at training sites that have potential to complement the in-school component.

- Internships: Internships are short-term, paid or unpaid experiences that offer students a chance to work under the tutelage of employers and experience on-the-job training in a mentoring relationship. Students work with an employer to learn about a particular industry or career program. Workplace activities may include special projects, a sample of tasks from different jobs, or tasks from a single career program.

- School-Sponsored or School-Based Enterprise or In-School Clinic: A school-sponsored enterprise or clinic is an enterprise in which goods or services are produced by students as part of their school program. School-sponsored enterprises or clinics typically involve students in the management of a project that may involve the sale of goods or services for use by others. Enterprises may be undertaken on or off the school site, but are always part of the school's program.

- Apprenticeship: Apprenticeship is a voluntary, industry-driven program sponsored by employers, employer associations, and jointly by management and labor. An apprentice, as an employee, receives supervised, structured, on-the-job training combined with related technical instruction in a specific occupation. Apprenticeship is open to anyone age 16 or older; however, an employer may set a higher entry age. Individuals must be age 18 to apprentice in specified hazardous occupations. A training program must be at least 2,000 hours in duration to be considered as an apprenticeable occupation. The Maryland Apprenticeship and Training Council (MATC) is the registration agency for apprenticeship programs. The Apprenticeship and Training Council has approved and registered programs in 207 occupations.

For additional information, contact:
Division of Labor and Industry
Maryland Apprenticeship and Training Program
1100 North Eutaw Street (Room 606) Baltimore, MD 21201
(410) 767-2246 Fax: (410) 767-2220
e-mail: matp@dllr.state.md.us