



Career and Technical Education: Comprehensive Local Needs Assessment

A Systemic Review Guidebook for Secondary Schools
Version 3.0

Office of College and Career Pathways

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MARYLAND STATE DEPARTMENT OF EDUCATION

Carey M. Wright, Ed.D.

Interim State Superintendent of Schools

Deann Collins, Ed.D.

Deputy State Superintendent
Office of Teaching and Learning

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Office of College and Career Pathways

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DOCUMENT HISTORY

Document Version	Date	Summary of Change
1.0	February 2024	Initial Document
2.0	March 2024	Modified: Formatting for accessibility Added: State Level Performance Data Added: Appendices with Strategies and Resources to Consider
3.0	April 2024	Modified the data tables in Activities B.1 and B.4.

Purpose

The federal Strengthening Career and Technical Education for the 21st Century Act (Perkins V), provides funding to support educators in developing the technical and employability skills and academic knowledge of secondary and postsecondary education students enrolling in career and technical education (CTE) programming.

Perkins V requires that grant recipients complete a Comprehensive Local Needs Assessment (CLNA) every other year to identify needs or gaps that should be addressed to strengthen the delivery of high-quality CTE programming.

The Maryland State Department of Education (MSDE) has created this document to assist LEA in conducting your CLNA. Information contained within it will assist local education agencies to align improvement efforts with the College and Career Readiness Pillar contained in the Blueprint for Maryland's Future. Key action steps include assessing the alignment of CTE programs of study (POS) to labor market needs; reviewing student participation and performance in CTE coursework; evaluating site progress in making CTE offerings accessible to students; and considering efforts to recruit, train, and retain CTE instructors.

Results from this CLNA should be incorporated into the LEAs Perkins V Local Application, which details how you plan to use federal funds to improve CTE instruction and expand equitable student access to quality programs.

The CLNA and the Local Application will be reviewed and approved on a rolling basis, and must be fully completed by the LEA, negotiated (LEA and MSDE), and approved by the State Director of Career and Technical Education or their designee prior to July 1st of each year.

Appendices A - E are included in this document that may help you align your priorities to your Local Application. If you have questions about how to use this guide, please contact your designated Secondary Program Coordinator in the Office of College and Career Pathways.

Instructions

Conducting this needs assessment could take several months to complete and must precede the creation of your Perkins V Local Application.

This guide provides a framework to help you investigate the status of your CTE programming and identify areas for improvement. It is organized into six sections:

- Guiding Principles
- Assembling a Stakeholder Team
- Component A: Labor Market Alignment
- Component B: Student Participation and Persistence
- Component C: Program Performance
- Component D: Professional Development

While you may choose to cover topics in any order, you should begin by assembling a stakeholder team to inform your effort. This group must include representatives from the stakeholder groups that are identified in the Perkins V legislation.

You may complete this document online or electronically by typing directly into the provided fillable fields. Alternatively, you may print out a copy of this form and enter information by hand. Do not alter or remove sections. Those choosing to complete the document offline should upload a completed copy using SharePoint.

Guiding Principles and Logic Model

OVERVIEW

MSDE has identified a set of guiding principles to inform the creation of CTE programming. It includes the expectation that all learners should have access to high-quality CTE coursework that:

- aligns to high-skill, high-wage, in-demand careers,
- leads to industry-recognized and/or postsecondary credentials that supports entrance or advancement in a specific career cluster, and
- offers career-based learning experiences (e.g., work-based learning, apprenticeship) that require the application of academic and technical knowledge and skills in a work setting.

LOGIC MODEL

Despite the growing emphasis on CTE as a pivotal pathway for students in Maryland, there is a significant gap in the systematic evaluation of current CTE programs. Maryland's dedication to aligning educational experiences with the demands of the real-world labor market faces challenges:

1. **Lack of Comprehensive Oversight:** There isn't a unified method to holistically assess the state's CTE programming capacity. This absence has led to disparities among various student groups across CTE clusters, hindering equitable access to quality education.
2. **Inefficient Funding Application Process:** Potential CTE grantees in Maryland lack a structured Local Application process for Perkins V grant funds, affecting their ability to optimally leverage these resources for student outcomes.

The combined effect of these challenges puts Maryland's CTE programs at risk of not fully aligning with the Perkins V requirements and, more importantly, not meeting the evolving needs of students and the labor market. Consequently, there is an urgent need for a systematic approach to bridge these gaps, ensuring the delivery of equitable, high-quality career and technical training that truly mirrors labor market demands.

LOGIC MODEL CHART

	Strategies	Outputs	Short-Term Outcomes	Long-Term Outcomes	Impacts
Tangible: Funding from Perkins V	Develop a CLNA	Comprehensive report detailing current state of CTE programs	Identification of gaps and disparities in CTE programs	Enhanced quality and inclusivity of CTE programs	A workforce better prepared for Maryland's labor market demands
Tangible: Labor Market Information (LMI) Data	Analyze LMI to align CTE programs with labor market demands	List of high-demand sectors and occupations in Maryland	CTE curriculum adjustments based on labor market needs	Improved alignment of CTE tracks with workforce demands	Higher employment rates for CTE program graduates
Tangible: Interview and Focus Group	Conduct interviews and focus groups with stakeholders	Collection of feedback and insights from stakeholder groups	Immediate feedback loop established with stakeholders	Strengthened collaboration and partnerships	Enhanced stakeholder trust and investment in CTE programs
Intangible: Expertise in CTE Programming	Design a structured Local Application process for Perkins V funding	Guideline document for potential CTE grantees	Streamlined application process for Perkins V funding	Increased number of high-quality grant applications, earlier in the process	Optimal leverage of grant funds for improved student outcomes
Intangible: Stakeholder Relationships	Engage regularly with stakeholders for continuous feedback	Periodic stakeholder engagement sessions	Fostered sense of community ownership and involvement	Stronger community ties and support for CTE programs	CTE programs that resonate more deeply with community needs
Intangible: Knowledge of federal and state education guidelines	Ensure CTE programs align with Perkins V, the Blueprint for Maryland's Future, and other relevant guidelines	Regular compliance checks and reports	Immediate course correction when misalignments are found	Consistent alignment with state and federal guidelines	Sustained funding and support for CTE programs due to compliance

INTERPRETATION

3. **IF** we intentionally and strategically allocate Perkins funding in the planning process, **THEN** we can develop a CLNA leading to a comprehensive report that identifies gaps in the CTE programs, ultimately enhancing the quality and inclusivity of CTE programs and preparing the workforce better for Maryland's labor market demands.
4. **IF** we utilize LMI data, **THEN** we can better align CTE programs with current labor market demands, leading to adjustments in the CTE curriculum, improving the alignment of CTE tracks with workforce demands, and resulting in higher employment rates for CTE program graduates.
5. **IF** we employ interview and focus groups effectively, **THEN** we can gather valuable feedback from stakeholders, establishing an immediate feedback loop, strengthening collaboration, and enhancing stakeholder trust and investment in CTE programs.
6. **IF** we leverage our expertise in CTE programming, **THEN** we can design a structured Local Application process for Perkins V funding, streamlining the application process, increasing the number of successful grant applications, and optimizing the use of grant funds for improved student outcomes.
7. **IF** we nurture and maintain stakeholder relationships, **THEN** we can engage more deeply and regularly for feedback, fostering a sense of community ownership, strengthening community ties, and creating CTE programs that resonate more deeply with community needs.
8. **IF** we stay updated on federal and state education guidelines, **THEN** we can ensure consistent alignment of CTE programs with these guidelines, leading to immediate course corrections when needed, sustained alignment, and thereby securing sustained funding and support for CTE programs.

PROGRAM DESIGN

All CTE programming in Maryland must be delivered through Programs of Study (POS) developed by the state or a local school system. To be considered “state approved,” each program of study must meet these criteria:

- Strengthens the academic, career, and technical skills of students to prepare them for careers and further education.
- Incorporates input from diverse stakeholder groups, including industry and postsecondary partners.
- Fits within one of 10 state-recognized career clusters that help students learn about their work options so that they may make informed career decisions.
- Includes opportunities for students to earn industry or postsecondary credentials and participate in career-based learning experiences.
- Prepares students for both college and careers through the completion of a planned sequence of coursework that blends academic, technical, and workplace skills.
- Incorporates a coherent set of academic, employability, and technical skills based on national and state standards that offer students a competitive advantage in the workplace.
- Offers multiple options to prepare students for entry into careers and further education through articulation agreements, supervised career-based learning experiences (e.g., work-based learning, internship, apprenticeship, etc.), and/or industry-mentored or capstone projects.
- Is based on enrollment and outcome data to inform program improvement and increase student performance.

Refer to these criteria as you conduct your CLNA to ensure your programming is rigorous and of uniformly high quality.

STUDENT ENGAGEMENT

A CTE POS includes a course sequence from grades nine through 12 and two or more years of postsecondary education courses. A student may meet the following thresholds of engagement:

Participant — Student completing not less than one credit in a MSDE approved CTE POS.

Concentrator — Student completing at least two courses in a single MSDE approved CTE POS.

Completer — Student who meets all requirements in a state approved CTE POS.

PROGRAM DELIVERY

Local school systems must meet **Size, Scope, and Quality** criteria to qualify for federal funding. Detailed information on these and additional expectations relating to CTE programming can be found in Maryland’s [Policies & Procedures for the Development & Continuous Improvement of Career and Technical Education Programs of Study](#).

Any program that fails to meet all the following criteria will need to be brought into compliance or removed from your program approval request, invalidating it for Perkins V funding. While you are not expected to develop plans to address deficiencies as part of the CLNA process, you are encouraged to assess each CTE POS against these criteria to help prepare for developing your local application.

SIZE

At least two, state-approved CTE POSs are offered in recognized clusters.

Each POS consists of a coordinated, non-duplicative sequence of academic and technical coursework comprising at least 3 credits.

Each CTE concentrator-level course (typically the 3rd in a program) has a minimum of 10 concentrators over a 4-year period. If not, evidence must be offered of continued progress toward meeting this requirement.

Each POS has the required number of staff, availability of equipment, and student access to facilities.

SCOPE
Curricula are aligned to state-approved industry standards that allow students to earn recognized credentials, certifications, licenses, college credit, or degrees
Curricula offer a progression from secondary to postsecondary education and/or employment (including attainment of an industry-recognized credential or apprenticeship), and from community college to bachelor's degree programs
Curricula allow students to learn and demonstrate academic, technical, and employability skills
Curricula include differentiated supports and modifications to meet the needs of diverse learners
Each CTE student has a written career and academic plan in place that includes the: <ul style="list-style-type: none"> • required courses to complete a POS and graduate; • required assessments to earn a certification, license, credential, or degree; • required academic assessments to graduate; and • a timeline to take courses, assessments, and complete career-based learning experiences.
All students, regardless of race, color, national origin, sex, or disability, have equitable access to high-quality CTE programs as required by Code of Maryland Regulation 13A.04.02.04
Approved POSs are guided by Local Advisory Councils and Program Advisory Committees according to the CTE Local Advisory Council and Program Advisory Committee Policies and Procedures (COMAR EA Title 21. Sec.101)
All CTE POS adhere to CTE Development Standards, which are required by Code of Maryland Regulations 13A.04.02.03
All programs meet the definitions for high-skill, high-wage, in-demand occupations

QUALITY
The site achieves or consistently makes progress towards local targets established for state and federal core indicators of performance
POS are delivered by teachers who meet state requirements to teach content at the secondary level
CTE POS are delivered by teachers who earned a minimum of effective on their teacher evaluation as defined by Code of Maryland Regulation 13A.07.09 within three years
Each CTE POS meets all the requirements of the MSDE evaluation criteria found in the Policies and Procedures for the Development and Continuous Improvement of CTE Programs of Study (page 45).

QUALITY

All students, including students in special populations, are offered the opportunity to:

- Participate in at least one career-based learning experience (e.g., work-based learning, internship, apprenticeship, etc.),
- Earn college credit and/or industry credentials, and
- Participate in CTSOs.

Professional learning opportunities, informed by data, are provided for administrators, teachers, faculty, counselors and support personnel to improve student learning outcomes. All secondary professional learning must be guided by the Maryland-endorsed National Learning Standards

Local and state annual data-reporting requirements are met, and reviews conducted of all annual Program Quality Index reports to inform improvement

Human resources are included in the recruitment process to ensure a diverse CTE teacher and faculty member candidate pool

Metrics are used to ensure that CTE teacher and faculty member recruitment strategies are successful

Teacher retention rates are reviewed annually, for the most recent 3 years, with data used to identify the top three contributing factors to CTE teacher and faculty member turnover

Assembling a Stakeholder Team

Assemble a diverse stakeholder team to assist you in conducting your CLNA. Representation in the listed categories is required by federal statute, except where indicated. While Perkins V requires more than one representative for each group (with an exception for CTE coordinators and data analysts), it is permissible for one person to fulfill up to two roles.

STAKEHOLDER TEAM COORDINATOR

[This is the individual responsible for planning and holding stakeholder meetings and completing CLNA]

Name	Adam Tolley
Organization	Queen Anne’s County Public Schools
Title	Supervisor of Career and Technical Education
Email	adam.tolley@qacps.org

STAKEHOLDER TEAM MEMBERS

When Selecting Stakeholders, consider:

- Recruit individuals who are knowledgeable about CTE at your site and influential in the field.
- Ensure that members understand the time commitment and can attend all scheduled meetings.
- Perkins V requires *more than one representative for each group* (with an exception for the coordinators and data analyst). Members may not represent more than two stakeholder groups.
- If you are unable to recruit a member to fulfil a required role you should keep a record of your outreach efforts to demonstrate you acted in good faith.

Stakeholder Team Responsibilities

- Review Maryland Department of Labor employment and projections data, district student participation and performance data, and educator support efforts to identify priority areas for improvement.
- Ensure that program offerings are aligned to local, regional, and/or state employment priorities.
- Help to communicate the importance of delivering high-quality CTE POS in your site and champion local efforts to achieve improvement goals.
- Meet on a quarterly basis to track your progress in improving CTE programming and make annual updates to this needs assessment.

Note that stakeholder team meetings may be held in person, virtually, or using a hybrid approach. If scheduling conflicts make holding a full team meeting impractical, stakeholders may meet in subgroups to review data and consider strategies to strengthen programming. Ultimately, all stakeholders should contribute to identifying challenges and formulating solutions, and publicly support your findings.

Stakeholder Team Roster

SECONDARY

Role	Name	Title	Affiliation
Administration (e.g., principal, assistant principal)	John Schrecongost	Principal	Queen Anne's County Public Schools
	Daniel Harding	Principal	Queen Anne's County Public Schools
	Dr. Billie Brice	Academic Dean	Queen Anne's County Public Schools
	Dr. Stacey Rankin	Academic Dean	Queen Anne's County Public Schools
Professional career or academic counselor	Karen Hesson	Career Coach	Queen Anne's County Public Schools
	Betsy Ricketts	Career Coach	Queen Anne's County Public Schools
Teachers	Lisa Darby	Department Chair	Queen Anne's County Public Schools
	Josh Dishong	Department Chair	Queen Anne's County Public Schools
Instructional Support and Paraprofessionals (Psychologists, Social Workers, etc.)	Brianna Lentell	Social Worker	Queen Anne's County Public Schools
	Mandy Richardson	Social Worker	Queen Anne's County Public Schools
	Megan Pinder	Mental Health Specialist	Queen Anne's County Public Schools

POSTSECONDARY

Role	Name	Title	Affiliation
Administration (e.g., dean, division chair)	Jason Mullen	Dean for Workforce	Chesapeake College
	Juliet Smith	Dean for Arts & Sciences	Chesapeake College
	David Harper	VP for Workforce & Academics	Chesapeake College
	Amber McGinnis	Executive Director, Chesapeake College Foundation	Chesapeake College
Faculty	Dr. Heather Westerfield	Professor, Nursing	Chesapeake College
	Dr. Lanka Elson	Professor, Computer Science	Chesapeake College
	Bridget Lowrie, Esq.	Assistant Professor, Criminal Justice	Chesapeake College
	David Timms	Simulation Director, Health Professions Chair	Chesapeake College

WORKFORCE

Role	Name	Title	Affiliation
Local Workforce Development board member	Dan Schneckenberger	Executive Director	Upper Shore Workforce Investment Board
	Shirley Lake	Blueprint Coordinator/Career Navigator	Upper Shore Workforce Investment Board
*Regional Economic Development organization member	Heather Tinelli	Director	Queen Anne’s County Economic Development and Tourism
	Connie Dean	CTE Liaison	Queen Anne’s County Economic Development and Tourism
Local business & industry representative	Christy Woodard	HR Director	PRS Guitars

OTHER

Role	Name	Title	Affiliation
Parent or caretaker			
Student			
Representative of Special Populations	Heather Maddy	Secondary Transition Coordinator	Queen Anne’s County Public Schools
Out-of-School youth / unhoused youth /	Matt Evans	Supervisor of Student Services	Queen Anne’s County Public Schools

corrections			
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* Not required under Perkins V but recommended to include.

Component A: Labor Market Alignment

OVERVIEW

Career programming in Maryland must address the economic and workforce development needs of the state and align to high-skill, high-wage, and/or in-demand (HS/HW/ID) careers. These are defined as:

High-Skill — Careers that: (1) require previous work-related skills, knowledge, or experience of one or more years; (2) have a Specific Vocational Preparation (SVP) rating of at least six as defined by [O*Net](#); (3) require state or federal licensing or industry-recognized certification; or (4). require a recognized postsecondary credential or degree.

High-Wage — Careers that exceed the state average annual wage of \$69,750 in 2022.

In-Demand — Careers with a growth rate over ten years of at least 7% or a two-year occupational projected growth of 2.5%.

The Division of Career and College Readiness has evaluated all secondary and postsecondary State and Local approved POS against these HS/HW/ID criteria. Ideally, your CTE POS will meet all three of the criteria, or at least one to qualify for funding. You may access additional information on these programs at the [Maryland CTE Data website](#). The Maryland Department of Labor has also developed [Long Term Occupational Projections](#) thru 2030, which can help you to identify high demand careers and the education and job training necessary to secure them.

ACTIVITY A.1: TAKING STOCK

The following table details the CTE POS offered at your district in the 2022-23 school year, their alignment with high-skill, high-wage, and in-demand careers, and the relative proportion of students concentrating in each area. Although it is not *required* that each POS meet the criteria for high-skill, high-wage, *and* in-demand, it should be the goal of each POS to do so.

Note: Prior to sharing this table with your stakeholder team, you will need to suppress numbers and percentages in cell that do not include the minimum number of students required to protect student confidentiality. Maryland state policy is to suppress data for cells or percentages that are based on fewer than 35 students. Please consult your district policies to determine which data cells should be suppressed and how this information should be communicated (e.g., by entering 'LOW N' or '<35 students' in effected cells).

Program	Alignment to current statewide industries (enter ✓)			Number of CTE participants 2022-23	Percent of all CTE Participants 2022-23
	HS	HW	ID		
Example	HS	HW	ID	###	100%
Interactive Media Production	X	X	X	87	5.6%
Accounting and Finance	X	X	X	201	12.8
Marketing	X	X	X	76	4.9%
Construction Design Management	X	X	X	83	5.3%
Masonry	X	X	X	25	1.6%
Carpentry	X	X		31	2.0%
Welding			X	37	2.4%
Careers in Cosmetology	X		X	44	2.9%
Curriculum for Agricultural Science Education (CASE)	X	X	X	57	3.6%

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Academy of Health Professions-CNA/CMA	X		X	84	5.4%
Biomedical Science (PLTW)	X	X	X	124	7.9%
Teacher Academy of Maryland	X	X	X	50	3.1%
Fire Emergency Medical Training/ High School Cadet (MFRI)	X		X	5	.3%
Homeland Security and Emergency Preparedness - Homeland Security Sciences	X	X	X	88	5.6%
Homeland Security and Emergency Preparedness - Information/Communications Technology	X	X	X	84	5.3%
Computer and Information Sciences	X	X	X	215	13.8%
Pre-Engineering (PLTW)	X	X	X	236	15.1%
Automotive Technology Maintenance and Light Repair- Plus (NATEF)	X	X	X	32	2.0%

Are you planning on adding any new or phasing out any existing POS in the upcoming year? If so, which CTE POS(s) are you considering and why? Not at this time.

Program/CIP Code	Adding or deleting	Rational for change
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ACTIVITY A.2: ASSESSING PROGRAM ALIGNMENT TO LABOR MARKET AND INDUSTRY NEEDS

Based on a review of the CTE POS data for high-skill, high-demand, and in-demand standards, rate each statement as a strength or area for improvement. Provide an explanation for any answer with which you identify as an ‘area for improvement.’

	Meets	Area for Improvement	Explanation
Our CTE stakeholders review workforce and economic data to assess current and anticipate future local employment needs in HS/HW/ID industries		X	Although there are processes in place for CTE stakeholders to review workforce and economic data, there is room to improve and make the process better and more effective. For example, we are provided workforce and labor data from our Upper Shore Workforce Investment Board. While some of the sections and data are self-explanatory, others are not. Consequently, when we met with them at our most recent LAC meeting in April, we asked for professional development as related to data analysis and interpretation.
Processes are in place to identify and expand high school level registered apprenticeship opportunities.	X		
Processes are in place to update or phase out CTE POS that do not align with HS/HW/ID industries	X		
A majority of our students are concentrating in POS aligned to HS/HW/ID industries	X		
Processes are in place to recruit business and industry stakeholders to participate on Program Advisory Committees	X		

ACTIVITY A.3: REFLECTION

Based on your responses in this component of the needs assessment guide, consider the following questions:

1. What is your rationale for offering programming that is not fully aligned with high wage, high skill, and in-demand criteria you rated in Activity 1.1)?

At this time, all CTE programs offered in Queen Anne’s County Public Schools meet at least one of the criteria as related to high wage, high skill and in-demand.

2. What are the top five priorities you will address in the coming year to update or phase out misaligned CTE programs and/or expand student participation in CTE programming aligned with HW/HS/ID careers?

NOTE: Sample strategies that may help you align your priorities, are listed in Appendix A.

Priority	Explanation/Focus
Establish a Culinary Arts opportunity for students at Chesapeake College	Currently, QACPS is the only district in Maryland without a Culinary Arts program. We will work with Chesapeake College to utilize their kitchen and Chef to provide instruction to our student.
Provide additional opportunities for students to earn welding certifications through dual enrollment at Chesapeake College	This year we had 50 students apply for our welding program with only 18 available slots. In order to serve those overflow students, we are working with Chesapeake to create a dedicated section of welding for high school students.
Continue to strengthen the Regional Local Advisory Council (LAC)	Currently, the Upper Shore Workforce Investment Board serves as the Local Advisory Council (LAC) for the five Upper Shore counties. We will continue to build this partnership and use data they provide to strengthen our programs.
Develop a process to expand and establish Career and Technical Organizations (CTSO) in Queen Anne’s County Public Schools.	At this time, the only CTSO that is functioning is FFA. There is a lot of potential for growth and success in this area.
Conduct a CTE program and curriculum audit to identify strengths, weaknesses and opportunities for growth and alignment	We want to ensure that all of our programs are offering the most current and applicable content as well as ensure that programs have viable opportunities for certification and/or internships/apprenticeships.

Component B: Student Participation and Persistence

OVERVIEW

To ensure that all students have equitable access to CTE programming, MSDE encourages districts to assess rates of student participation and persistence in CTE overall, as well as within each POS offered for the state approved Career Clusters. Enrollments also should be tracked using the disaggregates for student gender, race-ethnicity, and special population status detailed in Perkins V.

ACTIVITY B.1: TAKING STOCK

The following table asks you to enter the number and percentage of 2023 high school graduates statewide and in your district who participated in CTE coursework and persisted to achieve concentrator status in CTE programming, disaggregated by selected student demographics.

Please use the district heat maps to complete the requested information. If you have any questions regarding the data entry, please contact MSDE staff.

Once you have entered the data, review the information to determine whether there are any concerning gaps in student participation and/or persistence. Note that small numbers of students may have large impacts on your participation and concentrator status rates; consequently, use care when interpreting data with cell sizes of less than 10 students.

Notes:

- Data Suppression:** Prior to sharing this table with your stakeholder team, you will need to suppress numbers and percentages in cell that do not include the minimum number of students required to protect student confidentiality. Maryland state policy is to suppress data for cells or percentages that are based on fewer than 35 students. Please consult your district policies to determine which data cells should be suppressed and how this information should be communicated (e.g., by entering 'LOW N' or '<35 students' in effected cells).
- 2023 Statewide Graduate Data:** Currently, MSDE does not disaggregate four-year cohort participation in CTE. However, we have identified this area as a growth opportunity in data collection and reporting.

Student Group	2023 Graduates Statewide				2023 Graduates in Your District			
	Number	Percent	Percent participating in CTE	Percent of participants who achieved	Number	Percent	Percent participating in CTE	Percent of participants who achieved concentrator status
All 2023 Graduates (4-year cohort)	58,206	85.81%			529	95.83%	52.3%	51.8%
Gender								
Male	28,576	82.60%			270	95.74	56.5	56.6
Female	29,581	89.16%			259	96.28	43.5	43.8
Race-ethnicity								
American Indian	140	85.89%			<10	*	*	*
Asian	4,559	96.16%			10	1.9	3.5	3.5
Black	18,648	84.68%			22	88	6.3	6.3
Hispanic	10,446	71.37%			45	84.91	9.1	9.1
Multi-race	2,485	89.36%			29	>95%	*	*
White	21,838	93.38%			422	>95%	92.6	92.7
Special Populations								
Economically disadvantaged	17,049	80.83%			150	92.24	29.8	29.8
Multi-lingual learners	3,140	55.78%			<10	*	*	*
Individuals with disabilities	4,697	69.47%			28	65	13.7	13.7
Nontraditional fields	-	-			-	-	-	-
Single parents	-	-			-	-	-	-
Out of workforce	-	-			-	-	-	-
Unhoused Individuals	833	62.03%			16	62.5	<10	*
Youth in foster care	66	40.24%			<10	*	*	*
Youth with parent in military	1,028	95.10%			10	>95%	<10	*
Migrant students	-	-			-	-	-	-

Note that since special population status is not mutually exclusive (i.e., a student may belong to more than one category), these data may not sum to 100%.

ACTIVITY B.2: ASSESSING YOUR PROGRAM

Based on a review of the overall CTE program data—relative to the state and across student groups—rate each statement as a strength or area for improvement. Provide an explanation for any answer with which you identify as an ‘area for improvement.’

	Meets	Area for Improvement	Explanation
Our district ensures all students—irrespective of gender, race, or special population status—are provided unbiased, inclusive, and non-discriminatory information about CTE courses and POS	X		
Our district has processes in place to recruit students traditionally underrepresented in CTE to improve diversity in CTE POS		X	Over the past few years, QACPS has worked to attract traditionally underrepresented students into our CTE programs. However, our efforts have fallen short of the state-approved performance levels.
Processes are in place to ensure that students traditionally underrepresented in CTE have options to <u>enroll</u> in CTE POS	X		
Processes are in place to ensure that students traditionally underrepresented in CTE <u>persist</u> in CTE POS once enrolled			
Processes are in place to ensure that all eligible students have equitable access to career-based learning experiences	X		
Career guidance and advisement services are provided to student prior to enrolling in a CTE POS	X		
All students have access to career planning and support services to help them successfully transition to advanced education and/or the workforce	X		

ACTIVITY B.3: REFLECTION

Based on your review of your data and responses in Activity B.2, consider the following questions:

1. Are there any student groups in your district that have concerning gaps in their CTE participation or persistence rates? If so, which groups are underperforming?

Based on data analysis, Hispanic students have a notably lower participation rate in CTE programs statewide at 71.37%, which is significantly lower than the average for other ethnic groups. While the local participation rate is higher at 84.91%, the persistence to concentrator status still remains low.

Individuals with Disabilities show a lower participation rate statewide (69.47%) and even lower locally in Queen Anne’s County (65%). This indicates a challenge in engaging and supporting these students effectively in CTE programs, both at the state and local levels.

2. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? *[Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.]*

NOTE: Sample strategies that may help you align your priorities are listed in Appendix B.

Expand ELL, Special Ed, WBL, YA, Counselor Awareness

Priority	Explanation/Focus
Develop and Implement Targeted Recruitment Strategies	Establish a recruitment plan that specifically targets underrepresented groups, using methods such as community engagement and culturally relevant advertising to enhance diversity within CTE Programs of Study.
Enhance Support and Retention Initiatives	Create systems that provide resources for academic support and career guidance, aimed at improving enrollment, retention, and success rates of these students in all programs.
Revise Work Based Learning (WBL) Practices and Procedures	Current system in place is not aligned with student’s four year plans and not targeted to meet pathway and career goals.
Expand opportunities for Apprenticeship Maryland Program (AMP) and School to Apprenticeships (STA) in Queen Anne’s County	In order to meet the 45% requirement for Blueprint, it is imperative that we increase the number of available apprenticeship opportunities as well as ensure that students are placed when that happens.
Professional Development to Improve Teacher Knowledge as Related to Special Education	At the beginning of the school year, I will work with the Special Education Supervisor to provide “Special Education 101” professional development to our CTE teachers with the focus of refreshing best practices, and learning how to best support students with special needs in the CTE classroom.

ACTIVITY B.4: CAREER CLUSTER PARTICIPATION AND PERSISTENCE

Student participation and persistence rates may differ across Career Clusters. Use the following tables to enter the number and percentage of 2023 CTE students in your district enrolled by cluster and student demographics.

Most of this information can be found in your CTE Storyboards located on MoveIT. Work with your district data team to find any other requested information. You may contact staff at MSDE if you have questions about the data to be entered.

Note: *Prior to sharing this table with your stakeholder team, you will need to suppress numbers and percentages in cell that do not include the minimum number of students required to protect student confidentiality. Maryland state policy is to suppress data for cells or percentages that are based on fewer than 10 students. Please consult your district policies to determine which data cells should be suppressed and how this information should be communicated (e.g., by entering 'LOW N' or '<10 students' in effected cells.*

CAREER CLUSTER KEY:

AMC: Arts, Media, and Communication

BMF: Business Management and Finance

CD: Construction and Development

CRD: Career Research and Development

CSHT: Consumer Services, Hospitality, and Tourism

EANR: Environmental, Agricultural, and Natural Resources

HB: Health and Biosciences

HRS: Human Resource Services

IT: Information Technology

MET: Manufacturing, Engineering, and Technology

TT: Transportation Technologies

CRD: (Career Research and Development & Apprenticeship MD)

Race/Ethnicity Key:

AI: American Indian/Alaskan Native

A: Asian

H: Hispanic

B: Black/African American

W: White

PI: Hawaiian/Pacific Islander

M: Multi-Racial

Special Populations Key:

SWD: Students with Disabilities

ED: Economically Disadvantaged

NT: Non-Traditional

SP: Single Parents

OOW: Out of Workforce

MLL: Multilingual Learners

MV: Students served under the McKinney-Vento Act (Unhoused)

FY: Foster Youth

AD: Active Duty

MT: Migrant

CLUSTER-LEVEL DATA: USE THIS TABLE TO PUT IN YOUR PERCENTAGES

For the “Enrollment” column, the denominator is your total CTE Enrollment from the previous table. For all other columns, the denominator is your total cluster enrollment.

Cluster	Enrollment %	Concentrators %	Graduates %	Gender		Race/Ethnicity						Special Populations									
				M	F	AL	A	H	B	W	PI	M	SWD	ED	NT	SP	OOW	EL	HL	FY	AD
AMC	5.6	0.36	0.77	7	5	0	0	2	0	12	0	0	3	4	NC	NC	NC	1	0	0	2
BMF	17.7	1.13	3.33	27	25	1	3	3	5	44	0	1	0	21	NC	NC	NC	0	1	0	0
CD	11.3	0.72	3.01	44	4	4	2	10	5	44	0	7	9	23	NC	NC	NC	2	2	0	0
CRD	0	0.00	0.00	0	0	0	0	0	0	0	0	0	0	0	NC	NC	NC	0	0	0	0
CSHT	2.9	0.19	0.70	1	14	2	0	5	1	14	0	2	2	8	NC	NC	NC	1	2	0	0
EANR	3.6	0.23	0.77	7	5	0	1	1		12			3	5	NC	NC	NC	1		0	0
HB	13.3	0.85	3.65	16	41	2	2	4	4	52	0	3	2	11	NC	NC	NC	0	0	0	0
HRS	14.3	0.91	2.82	23	21	0	0	1	1	44	0	1	0	6	NC	NC	NC	1	0	0	1
IT	13.8	0.88	0.83	10	3	0	1		0	12	0	0	0	2	NC	NC	NC	0	0	0	0
MET	15.1	0.97	1.60	19	6	0	0	2	1	25	0	1	0	4	NC	NC	NC	0	0	0	0
TT	2	0.13	0.58	10	0	0	1	1	0	10	0	1	0	3	NC	NC	NC	1	1	0	0
WBL				7	5	0	0	2	0	12	0	0	3	4	NC	NC	NC	1	0	0	2

Review your cluster-level data and consider the following questions:

1. In which clusters does it appear that students in your district are not participating at rates equivalent to their representation in the population? What factors might be affecting their decisions?
 - It appears that based on the data, there are a high number of students enrolled (215) in the Information Technology Cluster but there are a relatively low number of concentrators (16) and graduates (13).
 - The Transportation Technologies cluster has very low enrollment (32), concentrators (10), and graduates (9).

With regard to the Information Technology Cluster, I believe that many students take the first course, and may shy away from the Advanced Placement courses which is related to the difficulty of the coursework. As related to Transportation Technologies, the same could be true when coursework gets more difficult as the program progresses. Also, the instructor is retiring due to health issues and has not been as dedicated to the program as he would like. Our hope is to hire a new instructor in July that is knowledgeable and energetic and provide professional development to support them.

2. In which clusters does it appear that all students participating are not persisting at equivalent rates? What factors might be affecting their decisions?
 - As mentioned above, TT and IT have this same issue as well as Health and Bioscience(HB) and Environmental, Agricultural and Natural Resources (EANR) clusters. In the HB cluster, 208 students enrolled, 57 became concentrators, and all 57 graduated. While all concentrators graduated, the drop from initial enrollment to concentrator status is significant. This indicates that while those who commit to the cluster tend to finish, a large proportion of enrollees choose not to pursue it to the concentrator level.
 - Similar to the HB cluster, the high dropout before achieving concentrator status indicates initial interest that does not translate into persistence. 57 students enrolled, 12 became concentrators, and all 12 graduated.

With regard to the Information Technology Cluster, I believe that many students take the first course, and may shy away from the Advanced Placement courses which is related to the difficulty of the coursework. As related to Transportation Technologies, the same could be true when coursework gets more difficult as the program progresses. Also, the instructor is retiring due to health issues and has not been as dedicated to the program as he would like. Our hope is to hire a new instructor in July that is knowledgeable and energetic and provide professional development to support them. The HB and EANR clusters are the same but may also have issues the fact that as students gain more insight into what the field entails, they might discover it's not aligned with their career goals or personal interests.

3. How might student participation and persistence differ by program of study or cluster? Which programs of study or career clusters are under or over-performing?

There are many factors that affect participation and performance by POS or cluster. The instructor in every course plays a crucial role in student recruitment and retention across all programs. Conceivably, a strong instructor would draw the most students and an instructor that is not as strong would not. However, this is not always the case and the

opposite could be true and have an effect on enrollment and persistence. Other factors include the marketing of the program, the room in which the program is housed and the actual perception of the program.

Under-Performing Programs:

Information Technology (IT): High enrollment with very low concentrator status

Transportation Technology (TT): Low enrollment with a significant decrease in concentrator status

Over-Performing Programs:

Business Management and Finance (BMF): High enrollment and concentrator status

Construction and Development (CD): High enrollment and concentrator status as well as graduation rate

4. What are the top five priorities you will address in the coming year to expand student participation in CTE programming and reduce participation and/or persistence gaps among students? *[Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.]*

Priority	Explanation/Focus
Professional Development to Improve Counselor Awareness	As CTE changes and School Counselors migrate through our system, we must make sure that counselors are aware of new initiatives but must also ensure that they are refreshed on current and best practices in CTE. Focus on our under-performing programs of Information Technology and Transportation Technology.
Update Curriculum and Technology	There are many upgrades needed the majority of our programs. As part of root-cause analyses, it was determined that especially with regard to our trades programs, that our learning areas are sub-par and do not reflect what students will encounter in the industry in which they will work.
Implement and Enhance Awareness Programs at the Middle and High School Level to ultimately increase participation and retention	Develop and launch informational campaigns aimed at families and educators to highlight the benefits and successes of CTE programs. Use testimonials, success stories, and data on career outcomes to showcase the effectiveness and opportunities provided by CTE.
Improve District and Community Messaging with Regard to CTE	Host community events that involve local leaders, businesses, and media to spread awareness and understanding of CTE’s role in career development. This could include career fairs, open houses, and media coverage.
Ensure all Programs Have a Digital Footprint Accessible by Relevant Stakeholders	Actively use social media platforms to engage with stakeholders. Share updates, success stories, event notifications, and other relevant content to keep the audience informed and involved. We will also work

	with Queen Anne’s County Television (QACTV) to highlight our programs to help market our programs.
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Component C: Program Performance

Federal law requires that you collect data on the performance of CTE concentrators. The accountability indicators cover a range of outcomes to help you assess whether students are making educational progress, graduating, and making successful transitions into advanced postsecondary education and training or employment. These include:

1S1: Four-year graduation rate: The percentage of CTE concentrators who graduate high school, as measured by the four-year adjusted cohort graduation rate used in ESSA.

2S1: Academic proficiency in reading/language arts: The percentage of CTE concentrators achieving proficiency on the Districtwide high school reading/language arts assessment.

2S2: Academic proficiency in mathematics: The percentage of CTE concentrators achieving proficiency on the Districtwide high school mathematics assessment.

2S3: Academic proficiency in science: The percentage of CTE concentrators achieving proficiency on the Districtwide high school science assessment.

3S1: Post-program placement: The percentage of CTE concentrators who are in postsecondary education or advanced training, military service, a national community service program, or employed in the second quarter after exiting from secondary education¹

4S1: Nontraditional program concentration: The percentage of CTE concentrators in CTE programs of study that lead to non-traditional fields.

5S1: Attained Recognized Postsecondary credential: The percentage of CTE concentrators graduating from high school who met or exceeded proficiency on industry standards to attain a recognized postsecondary credential.

5S4a: Technical Skill Attainment: The percentage of CTE concentrators graduating from high school who met state recognized CTE standards, including earning and industry-recognized credential.

5S4b: Apprenticeship: The percentage CTE concentrators graduating from high school who participated in an apprenticeship.

To establish performance expectations, MSDE has set performance targets for each indicator based on an analysis of statewide data. All providers are expected to achieve the performance targets established for each indicator. Moreover, to ensure that all students make progress, you are expected to monitor performance on an annual basis.

In the following table, use your District’s heatmap to fill in your District's performance on the federal measures. On the heatmap, cells highlighted in green indicate your district met or exceeded the statewide performance level; yellow indicates your district performance did not meet the performance level but was within 90% of the target; and red indicates that your district did not meet the performance level and was less than 90% of the target. Districts failing to achieve the state performance level are expected to develop a program improvement plan to bring them into compliance.

DISTRICT PERFORMANCE BY STUDENT GROUP

	Federal Accountability Indicator 2023 Graduates

¹ Note: this is a lagged indicator, meaning that data should be reported on graduates for the previous academic year. For example, you should report placement data for 2022 graduates in 2023 (i.e., outcomes achieved between October-December 2022).

Comprehensive Local Needs Assessment: Secondary Schools

	1S1	2S1	2S2	2S3	3S1*	4S1	5S1	5S4a	5S4b
State Performance Target	89.97%	52.3%	48.00%	0.00%	76.50%	28.72%	78.41%	78.41%	0.00%
District Performance	99%	45%	86%	0%	85%	22%	91%	92%	
Gender									
Males	170	65	57	0	136	7	45	72	0
Females	126	67	41	0	106	32	40	58	0
Race-ethnicity									
American Indian	0	0	0	0	0	0	0	0	0
Asian	5	2	2	0	0	1	0	1	0
Black	10	3	1	0	0	1	2	3	0
Hispanic	26	11	5	0	14	5	12	17	0
Multi-race	15	7	5	0	14	1	4	5	0
White	240	109	85	0	200	31	67	104	0

SPECIAL POPULATIONS

	Federal Accountability Indicator 2023 Graduates								
	1S1	2S1	2S2	2S3	3S1*	4S1	5S1	5S4a	5S4b
State Performance Target	89.97%	52.3%	48.00%	0.00%	76.50%	28.72%	78.41%	78.41%	0.00%
District Performance	99%	45%	86%	0%	85%	22%	91%	92%	
Individuals with disabilities	94%	6%	0%	--	--	17%	100%	86%	
Economically disadvantaged	98%	38%	87%	--	80%	28%	86%	87%	
Nontraditional fields	100%	46%	100%	--	100%	100%	91%	94%	
Single parents	--	--	--	--	--	--	--	--	
Out of workforce	--	--	--	--	--	--	--	--	
Multilingual learners	83%	0%	0%	--	--	17%	67%	67%	
Students served under the McKinney-Vento Act (Unhoused)	67%	25%	100%	--	--	--	67%	67%	
Youth in foster care	--	--	--	--	--		--	--	
Youth with a parent in active military	100%	100%	100%	--	--	100%	100%	100%	
Migrant students	--	--	--	--	--	--	--	--	

* Data for the 3S1 indicator reflect outcomes for 2022 graduates 6 months following their graduation.

ACTIVITY C.1: ASSESSING PROGRAM PERFORMANCE

	List
Looking at <i>overall performance</i> , on which indicators are you <u>substantially underperforming</u> * the district performance target?	2S1 and 4S1 are indicators in which QACPS have been identified as underperforming. 4S1 is an indicator which is identified as underperforming year after year.
Looking at <i>overall performance</i> , on which indicators are you <u>substantially exceeding</u> the district performance target?	Indicators 1S1, 2S2, 3S1, 5S1 and 5S4 are identified as substantially over-performing the district performance target by 110%.

* Substantially underperforming is defined as achieving an outcome that is less than 90% of the district performance target, and substantially over-performing is achieving an outcome that is more than 110% of the district performance target.

ACTIVITY C.2: DETERMINING ROOT CAUSES

- For each indicator for which you are substantially underperforming the district performance target, identify the key factors that might affect student performance, including any disparities or gaps in performance by program. Ideally, these factors should be the primary drivers of the results that you see

Individuals with Disabilities:

- Indicator 2S1 (Academic Proficiency in Reading/Language Arts):** Achieved 6% compared to the district target of 45%. Key factors affecting performance could include limited access to suitable training and employment opportunities, possible biases in hiring, and insufficient support in transitioning from education to the workforce.

Economically Disadvantaged:

Indicator 2S1 (Academic Proficiency in Reading/Language Arts): Achieved 38% compared to the district target of 45%. Economic constraints might limit access to opportunities, less access to educational resources outside of school, higher rates of school absenteeism, and less parental engagement due to work constraints.

Multilingual Learners:

- Indicator 1S1 (Graduation Rate):** Achieved 83% compared to the district target of 99%. Language barriers, cultural differences, and possible gaps in educational support can contribute to lower graduation rates.
- Indicator 2S1 (Academic Proficiency in Reading/Language Arts):** Achieved 0% compared to the district target of 45%. Multilingual learners may face challenges such as language barriers that directly impact their reading and language arts proficiency. Programs aimed at bolstering English language learning are crucial for improving performance in this academic area. I will strategize with the ESOL Supervisor determine further root causes and solutions.

4S1-Non-Traditional Concentrator Enrollment Performance (target is 28.72%):

Arts, Media, and Communication: 50%

Business Management and Finance: 13.04%

Construction and Development: 8%

Consumer Services, Hospitality, and Tourism: 62.50%

Health and Biosciences: 8%

Human Resource Services: 62.50%

Information Technology: 50%

Manufacturing, Engineering, and Technology: 75%

Transportation Technologies: 0%

- Manufacturing, Engineering, and Technology and Human Resource Services significantly surpassed the target, showing strong percentages of non-traditional gender participation. Construction and Development, Health and Biosciences and Transportation Technologies had low enrollment from non-traditional genders, highlighting a potential area for improvement in diversity and inclusivity.

2. The data provided reflect the performance of all students within your district. Remember that aggregate data can hide considerable variation. As you think about strategies to improve performance, consider how program performance might differ within programs of study. Might some programs be performing above or below the site average?

Highest Performing Programs:

Manufacturing Engineering and Technology is the highest performing program with a performance of 92%. This is followed by Information Technology with a performance rate of 81%.

Lowest Performing Programs:

Construction and Development is the lowest performing program with a percentage of 20%. This is followed by Consumer Services, Hospitality, and Tourism with a performance of 27%.

3. Resource constraints may affect the activities you might undertake. What might be the most efficient and effective approach to making changes (e.g., taking into consideration the relative size of your program enrollments)?

Professional development for teachers is the first activity that should take place and could potentially have the most immediate impact. Target Underperforming Programs: Particularly, focus on programs like Construction and Development and Consumer Services, Hospitality, and Tourism which have significantly lower performances but reasonable enrollments. I will work with the Supervisor of English Language Arts conduct training to educate staff on utilizing data analysis to identify student weaknesses and measure the effectiveness of new teaching strategies.

4. What are the top five priorities you will address in the coming year to improve student performance outcomes on indicators on which you are substantially underperforming? [*Note: At least one priority area you identify should address the needs of gender, race-ethnicity, or special population groups.*]

NOTE: Sample strategies that may help you align your priorities, are listed in Appendix C.

Priority	Explanation/Focus
Develop a Professional Development Plan for CTE Teachers	Collaborate with the ELA Supervisor to design and implement professional development sessions for teachers focused on integrating literacy strategies within the CTE curriculum.
Eliminate Financial Barriers by Funding the Cost of all Industry Recognized Credentials	All certification opportunities that are approved as Industry Recognized Credentials will be funded through the Perkins grant
Increase Competency and Proficiency of Multilingual Learners	<p>Indicator 1S1 (Graduation Rate): Achieved 83% compared to the district target of 99%</p> <p>Indicator 2S1 (Academic Proficiency in Reading/Language Arts): Achieved 0% compared to the district target of 45%.</p> <p>Train teachers on cultural competence to better understand the backgrounds of multilingual students and tailor instruction to be culturally relevant and sensitive.</p> <p>Offer workshops on effective strategies for teaching English Language Learners (ELLs), including differentiation and scaffolding techniques.</p>
Increase Engagement and Success of Special Education Students	In order to increase engagement and success of students with disabilities, we will employ several strategies such as specialized career counseling for students with disabilities, organize site visits to companies that showcase real-world applications and Implement project-based learning that requires reading and comprehension skills applied to real-world industry challenges, helping students see the relevance of these skills in their future careers.
Increase enrollment of Non-Traditional Students in CTE Programs	The district target is 28% and some programs have enrollment in the single digits. In addition to targeted marketing materials, we will conduct industry specific field trips in which non-traditional employment areas will be a focus. This will also include lunch and learn talks where professionals employed in a non-traditional area will speak to students about their experience.

Component D: Recruiting, Developing, and Retraining CTE Educators

The quality of your CTE programming depends upon the skills of your workforce. This extends to all members of your educational team, including secondary teachers, support staff, paraeducators, professional school counselors, and more. Ideally, staff should also be representative of the populations served and retained over time to promote program sustainability.

ACTIVITY D.1: REVIEW DATA ON CURRENT STAFF

Reviewing current staff demographics is critical to understanding where there are opportunities to strengthen staff skills and diversify your workforce. Create a separate table for each CTE Career Cluster or program of study offered.

NAME OF CAREER CLUSTER OR CTE POS: Arts Media Communication (AMC)					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/ paraprofessionals	Professional School Counselors
Gender					
Male	50%	52%	50%	N/A	N/A
Female	50%	48%			
Race-ethnicity					
American Indian		1%			
Asian		0%			
Black	50%	5%			
Hispanic		10%			
Multi-race		6%			
White	50%	78%			
Credential					
Properly Licensed	100%				
Granted Temporary Waiver					
NAME OF CAREER CLUSTER OR CTE POS: Business Management and Finance (BMF)					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/ paraprofessionals	Professional School Counselors
Gender					
Male	40%	60%	0%	N/A	N/A
Female	60%	40%			
Race-ethnicity					
American Indian		0%			

Asian		3%			
Black		8%			
Hispanic		13%			
Multi-race		3%			
White	100%	73%			
Credential					
Properly Licensed	100%				
Granted Temporary Waiver					
NAME OF CAREER CLUSTER OR CTE POS: Construction Development (CD)					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/ paraprofessionals	Professional School Counselors
Gender					
Male	80%	89%	20%	N/A	N/A
Female	20%	11%			
Race-ethnicity					
American Indian		0%			
Asian		1%			
Black		2%			
Hispanic		13%			
Multi-race		9%			
White	100%	75%			
Credential					
Properly Licensed	100%				
Granted Temporary Waiver					
NAME OF CAREER CLUSTER OR CTE POS: Consumer Services, Hospitality and Tourism (CSHT)					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/ paraprofessionals	Professional School Counselors
Gender					
Male		2%	0%	N/A	N/A
Female	100%	98%			

Race-ethnicity					
American Indian		0%			
Asian		0%			
Black		18%			
Hispanic		18%			
Multi-race		5%			
White	100%	59%			
Credential					
Properly Licensed	100%				
Granted Temporary Waiver					
NAME OF CAREER CLUSTER OR CTE POS: Environmental, Agricultural and Natural Resources (EANR)					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/paraprofessionals	Professional School Counselors
Gender					
Male	100%	54%	0%	N/A	N/A
Female		46%			
Race-ethnicity					
American Indian		0%			
Asian		2%			
Black		2%			
Hispanic		4%			
Multi-race		7%			
White	100%	86%			
Credential					
Properly Licensed	100%				
Granted Temporary Waiver					

NAME OF CAREER CLUSTER OR CTE POS: Health and Biosciences (HB)					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/paraprofessionals	Professional School Counselors
Gender					
Male		17%	0%	N/A	N/A
Female	100%	83%			
Race-ethnicity					
American Indian		0%			
Asian		2%			
Black		5%			
Hispanic		8%			
Multi-race		4%			
White	100%	81%			
Credential					
Properly Licensed	100%				
Granted Temporary Waiver					
NAME OF CAREER CLUSTER OR CTE POS: Human Resource Services (HRS)					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/paraprofessionals	Professional School Counselors
Gender					
Male	75%	46%	25%	N/A	N/A
Female	25%	54%			
Race-ethnicity					
American Indian		0%			
Asian		0%			
Black		5%			
Hispanic		5%			
Multi-race		4%			
White	100%	86%			
Credential					
Properly Licensed	100%				

Granted Temporary Waiver					
NAME OF CAREER CLUSTER OR CTE POS: Information Technology (IT)					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/paraprofessionals	Professional School Counselors
Gender					
Male	100%	61%	0%	N/A	N/A
Female		39%			
Race-ethnicity					
American Indian		0%			
Asian		1%			
Black		6%			
Hispanic		10%			
Multi-race		4%			
White	100%	79%			
Credential					
Properly Licensed	100%				
Granted Temporary Waiver					
NAME OF CAREER CLUSTER OR CTE POS: Manufacturing Engineering Technologies (MET)					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/paraprofessionals	Professional School Counselors
Gender					
Male	75%	66%	25%	N/A	N/A
Female	25%	34%			
Race-ethnicity					
American Indian		0%			
Asian		1%			
Black		3%			
Hispanic		9%			

Multi-race		3%			
White	100%	83%			
Credential					
Properly Licensed	100%				
Granted Temporary Waiver					
NAME OF CAREER CLUSTER OR CTE POS: Transportation Technologies					
Staff demographic	Percentage of 2022-23 staff	Percentage of students participating in CTE programming 2022-23	5-year staff turnover rate (Percentage of staff who did not return for years 2018-19 thru 2022-23)		
			Teachers	Support staff/ paraprofessionals	Professional School Counselors
Gender			0%	N/A	N/A
Male	100%	97%			
Female		3%			
Race-ethnicity					
American Indian		0%			
Asian		0%			
Black		3%			
Hispanic		16%			
Multi-race		3%			
White	100%	78%			
Credential	100%				
Properly Licensed					
Granted Temporary Waiver					

ACTIVITY D.2: ASSESS EDUCATOR SUPPORT OPPORTUNITIES

It’s critical to create consistent opportunities that allow your staff to maintain their licensure and grow within this field. Professional development is a key strategy for retention and ensuring a high-quality workforce.

Based on your knowledge of professional licensure requirements and the availability of content-specific professional development opportunities across clusters, rate the extent to which you strongly agree or disagree with each statement. Where applicable, please add an explanation for your assessment with examples.

	Strength	Area for Improvement	Explanation
Staff acquire content-specific professional development required to maintain licensure.		X	
Staff are aware of the requirements to maintain endorsement.	X		
Staff have equal access to content-specific professional development opportunities across industries.	X		
Data are collected on the effectiveness of professional development to ensure it meets the needs of educators.	X		

ACTIVITY D.3: REFLECTION

Based on your responses in this section of the needs assessment guide, consider the following questions:

1. Does your staff demographic characteristics reflect the students they serve across programs of study?

Below is the Ethnicity breakdown for students in grades 9-12 in Queen Anne’s County Public Schools.

Total Enrollment by Ethnicity

- **Native American:** 3 students
- **Asian:** 25 students
- **Black:** 149 students
- **Hawaiian/PI:** 1 student
- **White:** 1769 students
- **Multi-Race:** 118 students
- **Hispanic:** 276 students

Currently, 3.6% of my CTE Instructors are African American and there are 4.2% of African American students graduating in CTE which represents a very close reflection. Conversely, I have 8.5% of students graduating in CTE that are Hispanic, but there are not any Hispanic teachers in my CTE programs.

2. Are instructors adequately credentialed, including licenses, certifications, or endorsements for the courses they’re teaching? If not, what mechanisms can be put in place to get them endorsed, or what recruitment efforts are necessary to attract properly credentialed instructors?

All CTE Instructors in Queen Anne’s County are fully certified including licenses and endorsements. Our district has been very fortunate with staff retention in CTE having only lost four instructors in the past seven years.

3. To what extent does your school offer regular, substantive content-specific professional development opportunities? Do all staff members have equal awareness of, and opportunities to participate in content-specific professional development opportunities, necessary to maintain their industry credentials and endorsements?

This is an area of improvement for Queen Anne’s County Public Schools. In order to address needs related to academic indicators that missed the goal, targeted professional development is being planned with the Supervisor of English Language Arts and Supervisor of English Learners as addressed above. More content-specific professional development needs to be offered to enhance our teacher’s capabilities.

4. What barriers exist to offering and participating in content-specific professional development?

Content-specific professional development is not always readily available for many of the CTE areas. When there are sessions, many times it conflicts with summer vacation schedules or if it is offered after school, many teachers are not able to participate due to other commitments. Moreover, if professional development is offered during the school day, it is difficult to find substitutes to cover the class.

5. What are the top five priorities you might wish to address in the coming year to recruit, develop, and retain CTE instructors and improve their professional skills?

Priority	Explanation/Focus
Provide Access to Targeted Professional Development by Content for Teachers	Many teachers have not had content-specific professional development in recent years and are not as current on their practice as they should be.
Allow Teachers to Visit CTE Programs Throughout the State to Observe Best Practices	Although most of my teachers are veterans, it is very beneficial to see what is taking place in their contents throughout other districts. Teachers have expressed interest in doing this in the past, but funds have not been available to allow this to take place.
Expand PAC Meetings to a Regional Model	Chesapeake College currently serves the five Upper Shore Counties of Kent, Queen Anne’s, Talbot, Caroline and Dorchester. Expanding our PAC meetings to a regional model will maximize collaboration and minimize strain on businesses that represent all five districts.
Provide Access for Teachers to Regional and National Conferences	In the past seven years, only three teachers have been able to attend a CTE conference. The lack of funding has been the sole prohibiting factor and has stifled the acquisition of best practices. I intend to send all teachers to conferences on a rotating basis in order to build their professional capacity.
Create Opportunities for Teachers to Visit Industries to Network with Professionals	Over the past several years, we have established a strong relationship with the business community. In the fall, I was able to take all teachers to the largest private employer in Queen Anne’s County, PRS Guitars. This proved to be an amazing trip, but I would like to build this out and offer more individualized opportunities based on content.

Next Steps

With the completion of the CLNA), you are now poised to embark on the crucial next phase of securing Perkins V funding. This stage involves translating the insights and findings from the CLNA into actionable and strategic plans.

UTILIZING CLNA ANALYSIS FOR LOCAL PERKINS APPLICATION S.M.A.R.T.I.E. GOAL SETTING

The first step for LEAs is to use their CLNA analysis to formulate S.M.A.R.T.I.E. goals. These goals should be Specific, Measurable, Achievable, Relevant, Time-bound, Inclusive, and Equitable. The essence of this process is to ensure that the goals set for CTE programs are not only aligned with the identified needs and opportunities but are also focused on inclusivity and equity.

LEAs should look at areas highlighted in the CLNA, such as skill gaps, program areas needing enhancement, and disparities in student participation and success rates. From here, specific goals can be set. For example, if the CLNA indicated a gap in technology-related skills among students, a S.M.A.R.T.I.E. goal could be to increase enrollment in technology-focused CTE programs by 15% within the next two years while ensuring equitable access for all student groups.

CONNECTING GOALS TO AN ANNUAL BUDGET FOR PERKINS FUNDING

Once S.M.A.R.T.I.E. goals are established, LEAs must then align these objectives with an annual budget for Perkins funding. This budgeting should be a reflective exercise, considering not just the cost of program enhancements but also the broader resources required to meet these goals. This includes faculty development, curriculum updates, equipment purchases, and any necessary infrastructure improvements.

For instance, if one of the goals is to enhance a manufacturing CTE program, the budget may include expenses for new machinery, professional development for educators to teach advanced manufacturing techniques, and outreach initiatives to increase program enrollment.

ENSURING ALIGNMENT WITH PERKINS REQUIREMENTS

Throughout this process, LEAs need to ensure that their plans align with the requirements of the Perkins V Act. This means that the goals, strategies, and budgeted activities should contribute to developing more effective and equitable CTE programs, as stipulated by Perkins V.

Appendix A: Sample Strategies for Component A: Labor Market Alignment

PROBLEM: EXISTING CTE PROGRAMS ARE NOT ALIGNED TO MARYLAND’S LABOR MARKET PROJECTIONS.

Root Cause	Strategy	Sample Activities	Resource	Description
<p>The district maintains programs that have been historically offered but are no longer aligned to Maryland’s labor market needs</p>	<p>Sunset programs that are no longer preparing students for high-skill, high-wage in-demand careers</p>	<ul style="list-style-type: none"> Analyze program enrollments, standards, postsecondary pathways, and employers to assess whether sunsetting is warranted. Develop strategy and timeline for sunsetting a program and internal and external communication plans to share information. Explore alternative educational options for students currently enrolled that will allow them to transition to other programs. Consult with the union and educators to arrange transition options, which may include reassignment or retraining. Review state regulations and district policies to identify barriers to sunsetting programs 	<p>How to sunset an educational program</p>	<p>This blog post describes considerations in sunsetting and educational programming, including warning signs of need, considerations before moving forward, and concrete steps to take when a decision to discontinue is made.</p>
	<p>Introduce new programs that are aligned to Maryland or regional employment projections</p>	<p>Review Maryland state and/or regional economic and workforce projections to assess current and future workforce needs</p>	<p>Maryland Occupational Projections 2020-2030</p>	<p>The State of Maryland publishes occupational projections that indicate changes in employment. Use this interactive website to identify careers anticipated to grow in the coming years.</p>
		<p>Recruit industry partners in high-wage, high skill, in-demand fields to offer guidance on new program design and adoption</p>	<p>Cheat Sheet: Opportunities for Employer Involvement in CTE</p>	<p>Use this factsheet developed by Advance CTE and ACTE to identify</p>

				strategies for engaging employers in CTE programming.
		Support existing teachers in updating their certifications in new fields, hire new CTE teachers with requisite skills, and explore other hiring options	Maryland CTE Teacher Certification	Maryland has identified eight types of CTE certifications. Consult this document to see the expectations by CTE Program of Study.
		Review strategies developed by other states to align programs with labor market needs	Georgia Alignment Toolkit	Georgia has compiled a toolkit to help schools align programs to best serve students and local business. Includes a report and worksheets.
The cost of introducing new programs is prohibitive	Identify new funding sources	Use Maryland’s Perkins reserve grants to fund new programs.	Maryland Grant Information Guide: Perkins Reserve Grant FY 2024	This document describes how Maryland is using its Perkins Reserve funds to support new programs. Consult it for ideas to pursue funding in future years.
		Seek to braid funding from other federal legislation (e.g., Adult Education, Workforce), federal grant programs (e.g., Institute of Education Sciences (IES) CTE grant competitions), and philanthropic organizations	IES Research Programs Maryland Foundation Grants	The federal government periodically offers funding to support research into CTE programs. Review the IES webpage to get an idea of the types of funding that exist and how you might apply. Foundation grants also may exist within Maryland. See the grants page maintained by the Governor’s Grant Office for potential funders
		Work with industry partners to obtain donations of materials and supplies.	Employer Engagement in CTE	This report from Advance CTE profiles ways that employers may support educational programming.

PROBLEM: CTE PROGRAMS ARE NOT PREPARING STUDENTS FOR THE HIGH-SKILL, HIGH-WAGE, IN-DEMAND OCCUPATIONS IDENTIFIED IN STATE EMPLOYMENT PROJECTIONS.

Root Cause	Strategy	Sample Activities	Resource	Description
<p>Instructional resources are outdated and do not prepare students to enter or retain employment in high-wage, high-skill, and/or in-demand fields</p>	<p>Update program standards, curriculum, assessments, certifications, and links to postsecondary programs</p>	<p>Review related program offerings in high-performing Maryland districts.</p>	<p>Maryland CTE Performance Dashboard</p>	<p>Maryland has developed this interactive CTE dashboard that lists performance by cluster, program and student group. Use this resource to identify districts and colleges that are attaining high levels of performance.</p>
		<p>Create and use employer advisory boards to inform necessary updates</p>	<p>Strategies for Developing Employer Partnerships Michigan Program Advisory Toolkit</p>	<p>The CTE Technical Assistance Center of New York created a comprehensive website with resources to support educators in engaging with employers. Similarly, Michigan has created a toolkit with guidance and tools you may adapt for your own use.</p>
		<p>Review program resources in other states to identify potential instructional design resources</p>	<p>Texas CTE Administrative Code</p>	<p>Texas has specified the knowledge and skills to be taught in CTE programs. Use this website to find examples of required skills by cluster, programs, and course.</p>

	Offer professional development to assist CTE educators in upgrading their curricular resources	Engage industry experts to review curriculum and offer recommendations to strengthen offerings	Increasing Access to Industry Experts in High Schools http://wbltoolkit.cte.nyc/workplace-tour/	This report by Advance CTE profiles state strategies to recruit industry experts. Consult it to gain insights on promising strategies that might be adapted for district or college use.
		Consult with local business to offer workplace tours or externships for instructors	Teacher Externship Industry Partner Planning Guide http://wbltoolkit.cte.nyc/workplace-tour/	

Appendix B: Sample Strategies for Component B: Student Participation and Persistence

PROBLEM: STUDENTS ARE NOT PARTICIPATING IN CTE PROGRAMMING.

Root Cause	Strategy	Sample Activities	Resource	Description
<p>Students lack awareness of CTE programming and the benefits of program participation</p>	<p>Implement awareness campaigns to inform students about program offerings and benefits</p>	<p>Offer career exploration activities in the middle grades to expose students to career options and the benefits that participation in CTE offers.</p>	<p>Middle School CTE design options and resources</p>	<p>ACTE has developed resources to support educators in expanding CTE options in the middle grades. Offerings include program design principles, a repository of state-level strategies, research studies, examples of ways to implement and improve programs, and podcasts and webinars.</p>
		<p>Schedule informational sessions for entering 9th grade students to introduce them to school CTE offerings.</p>	<p>Freshman Cruise</p>	<p>Roseburg Public Schools (OR) takes all 9th grade students on a ‘cruise’ of CTE offerings to allow students to meet teachers and learn about CTE studies that are available.</p>
		<p>Schedule career fairs and informational events to help students learn about CTE offerings.</p>	<p>Career Fair Options</p>	<p>Gainesville High School (AL) offers students a career fair experience to introduce them to CTE options. See the video to learn about their approach</p>

		<p>Create online assets that support students in identifying the CTE opportunities at their school.</p>	<p>CTE Options at my School</p>	<p>Fairfax County Public Schools (VA) hosts a webpage that helps students learn about CTE programs offered in their school replete with videos and detailed program descriptions.</p>
<p>Families and educators do not appreciate CTE’s benefit and discourage youth from enrolling</p>	<p>Improving messaging to families, community groups, and educators to help them understand the benefits CTE confers</p>	<p>Undertake a comprehensive marketing campaign to educate families about CTE</p>	<p>CTE Vision Toolkit CTE Marketing Best Practices & Campaigns</p>	<p>Advance CTE has created a 5-part series of issue briefs and posters detailing how CTE contributes to students’ success and strengthens our nation’s economy.</p> <p>Washington State has developed this playbook detailing strategies and providing resources to promote CTE programs to students, parents, and educators.</p>
		<p>Host CTE Signing Days to celebrate and publicize CTE students who demonstrate their intent to enter a postsecondary institution to continue their studies or take a job with a community employer</p>	<p>CTE Letter of Intent Signing Day: College CTE Signing Day: Employment</p>	<p>Linn Benton Community College (OR) publicly recognizes high school seniors who sign letters of intent to guarantee a spot in the coming semester. Similarly, SkillsUSA holds a national signing day for students planning to enter employment, apprenticeship, or advanced technical training. Calvert Career and Technology Academy (MD)</p>

				participated in such an event to honor its students.
Students are not provided career guidance that supports them in choosing CTE as an educational pathway.	Educate high school guidance counselors on the benefits that CTE offers and the advanced education and employment options that students may follow.	Develop and conduct professional development for school counselors aimed at increasing awareness and benefits of CTE programs.	<u>School Counselor Playbook: Unlocking Career Success</u>	Unlocking Career Success offers this playbook that includes practical tools, resources, and information to assist counselors in discussing college and career pathways with students.
		Design tools and resources for counselors to use in their career exploration activities with students that highlight CTE offerings.	<u>ACTE High Quality CTE: Student Career Development</u>	ACTE offers webinars, online courses, toolkits, and more designed to support counselors and college/career navigators as they offer guidance to students.

PROBLEM: STUDENTS ARE NOT PERSISTING IN CTE PROGRAMS.

Root Cause	Strategy	Sample Activities	Resource	Description
Historically underrepresented students or those with special needs do not feel welcome in CTE programs.	Remove obstacles to success for students who may need additional supports to persist.	Implement evidence-based strategies to support special population students in succeeding in CTE programming.	<u>Maximizing Access & Success for Special Population Students</u> <u>Strategies for Special Population Success</u>	Advance CTE and ACTE have partnered to offer a series of briefs offering definitions, strategies, and guiding questions to assist educators in supporting special population students.

			Recruiting Special Populations into CTE: Toolkit	<p>The National Alliance for Partnerships in Equity created this brief documenting the obstacles students with special needs face and tools CTE educators may apply to recruit and retain youth.</p> <p>The Ohio Department of Education has developed this toolkit to promote the recruitment of special population students into CTE programs. Use it to find ideas for using data and leveraging</p>
		Explore why students from some racial-ethnic groups face obstacles in CTE programming and take steps to address them.	A Guide to Discussing Racial Equity	Review this guidebook to learn how to hold discussions around racial equity to identify.
		Conduct a curricular review to identify and remove unintentional gender bias.	Assessing the Enrollment and Retention of Nontraditional Learners	The Wisconsin Technical College System has developed a tool that educators can use to assess the adoption of promising practices to increasing enrollments and retention of nontraditional learners based on their gender.
Students do not understand the personal and economic benefits of completing advanced	Offer students mentors and real-world workplace experiences to inform their career decisions.	Pair students with mentors who can offer them one-on-one	Partnering Students with Industry Mentors	Parkways School District (MO) connects students with industry mentors who provide guidance, connections, expertise, and

<p>coursework and entering the field.</p>		<p>guidance to encourage them to pursue a career.</p>		<p>course supports intended to motivate youth to solve real-world problems.</p>
		<p>Place students in authentic work-based learning (WBL) experiences, including internships and apprenticeships, to help them learn about the benefits from obtaining advanced skills.</p>	<p>Work-based Learning Toolkit</p>	<p>The U.S. Department of Education created this resource to support state and local program administrators in learning about WBL, engaging employers, measuring outcomes, and scaling effective practices.</p>

Appendix C: Sample Strategies for Component C: Program Performance

PROBLEM: CTE CONCENTRATORS ARE UNABLE TO ACHIEVE PROFICIENCY ON STATE ACADEMIC PERFORMANCE STANDARDS.

Root Cause	Strategy	Sample Activities	Resource	Description
<p>Students are not provided with academic content as part of their CTE coursework</p>	<p>Integrate academic content into CTE programming offered at all levels.</p>	<p>Review current efforts to integrate academic and CTE instruction and take steps to address ineffective practices.</p> <p>Incorporate reading and writing activities, technical manuals, industry-related texts, and project-based assignments that require critical thinking and communication skills.</p> <p>Incorporate math skills into CTE classrooms.</p> <p>Encourage collaboration and co-teaching between CTE and academic teachers.</p>	<p>CTE and Academic Integration Self-Assessment Rubric</p> <p>ACTE Integration of Academics and CTE Section</p> <p>Math-in-CTE</p>	<p>New York has developed a four-level rubric that educators can use to assess the status of district/college integration of academic skills in CTE programming.</p> <p>ACTE hosts a virtual collaboration to share ideas and effective practices. Visit the Resource Section to download tools to fuel your integration efforts.</p> <p>The Southern Regional Education Board has developed curricular tools that enhance the teaching of math that is already embedded in CTE programs.</p>
		<p>Use results from academic assessments to target educational remediation so that high school students enter college ready to learn.</p>	<p>Rigorous K-12 Assessments Help Reduce Remediation</p>	<p>This brief from offers examples of how higher states are 11th grade test results as a college readiness signal and as a means</p>

				of targeting services for at-risk youth
Students face financial or geographical barriers that prevent them from pursuing an industry-recognized credential.	Identify obstacles to students earning an industry recognized credential and take steps to resolve them.	<p>Use Maryland’s Perkins V basic grant to fund student attainment of an industry-recognized credential.</p> <p>Develop strategies to identify students who may face challenges in paying for exams and find ways of offsetting costs.</p> <p>Work with exam providers, employers, and community organizations to provide fee waivers or scholarships for certification exams, materials, and training courses.</p> <p>Work with credentialing vendors to expand testing sites and administer exams in convenient and accessible locations.</p>	<p>Maryland CTE Perkins Reserve Grant Information Guide</p> <p>Credential Currency: Promoting Credentials of Value</p> <p>Aligning State CTE Programs with Industry Needs and Priorities</p>	<p>Maryland offers a competitive grant program that includes options for using funding to strengthen the award of industry-recognized credentials in POS.</p> <p>This report offers strategies to expand student obtainment. While focused on the state level, some recommendations may be adapted for district/college use.</p> <p>ExcelinEd produced this toolkit to support states in aligning CTE programs with industry needs and priorities. While intended for state policymakers, some recommendations may be adapted for use at the district/college level.</p>

PROBLEM: STUDENTS ARE NOT EARNING INDUSTRY-RECOGNIZED CREDENTIALS.

Root Cause	Strategy	Sample Activities	Resource	Description
Students face financial or geographical barriers that	Identify obstacles to students earning an industry recognized	Use Maryland’s Perkins V basic grant to fund student attainment	Maryland CTE Perkins Reserve Grant Information Guide	Maryland offers a competitive grant program that includes options for using funding to

<p>prevent them from pursuing an industry-recognized credential.</p>	<p>credential and take steps to resolve them.</p>	<p>of an industry-recognized credential.</p> <p>Develop strategies to identify students who may face challenges in paying for exams and find ways of offsetting costs.</p> <p>Work with exam providers, employers, and community organizations to provide fee waivers or scholarships for certification exams, materials, and training courses.</p> <p>Work with credentialing vendors to expand testing sites and administer exams in convenient and accessible locations.</p>	<p>Credential Currency: Promoting Credentials of Value</p> <p>Aligning State CTE Programs with Industry Needs and Priorities</p>	<p>strengthen the award of industry-recognized credentials in POS.</p> <p>This report offers strategies to expand student obtainment. While focused on the state level, some recommendations may be adapted for district/college use.</p> <p>ExcellinEd produced this toolkit to support states in aligning CTE programs with industry needs and priorities. While intended for state policymakers, some recommendations may be adapted for use at the district/college level.</p>
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PROBLEM: CTE CONCENTRATORS ARE NOT TRANSITIONING INTO ADVANCED TRAINING OR EMPLOYMENT FOLLOWING GRADUATION.

Root Cause	Strategy	Sample Activities	Resource	Description
<p>Students do not understand the steps needed to pursue a career.</p>	<p>Offer workplace experiences and access to career planning tools to help students plan for labor market entry.</p>	<p>Develop in-school and worksite experiences that help students understand the world of work and how to prepare for the transition to employment following graduation.</p>	<p>Maryland's Work-based Learning Continuum</p>	<p>This resource describes the research, common practices to support students in learning about work, and tools to help in career seeking and advancement.</p>

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Appendix D: Sample Strategies for Component D: Recruiting, Developing, and Retaining CTE Educators

PROBLEM: IT'S DIFFICULT TO RECRUIT CTE EDUCATORS.

Root Cause	Strategy	Sample Activities	Resource	Description
Salaries in the private sectors are higher than for educators in the same field, making it difficult to attract educators.	Develop a range of teacher recruitment strategies that motivate individuals to pursue a CTE instructional career.	<p>Offer bonuses for specific fields or tuition reimbursement for teachers trying to get credentials.</p> <p>Consult with employer advisory groups for potential teacher candidates.</p> <p>Create a 'grow your own' initiative to recruit instructors.</p> <p>Hire a recruiter to identify potential applicants.</p> <p>Conduct outreach to entice retiring industry workers or those seeking a change to enter the field.</p>	36 CTE Teacher Recruitment Strategies	The Oklahoma Department of Career and Technology Education developed this list of CTE teacher recruitment strategies compiled from expert resources.
The pool of CTE educators is small, making it difficult to hire new instructors.	Identify non-traditional pathways for teachers to earn the necessary credentials to become a CTE educator.	Launch a targeted CTE teacher recruitment campaign to motivate educators and industry	Teach CTE Recruitment Toolkit Becoming a CTE Teacher in Maryland	ACTE has created this toolkit to raise awareness of CTE teacher shortages and provide tools to build interest in the profession.

		<p>professionals to become teachers.</p> <p>Engage with local industry to pair experienced workers with current to support their development and ability to teach in new fields.</p> <p>Explore the multiple pathways to becoming a CTE teacher in Maryland.</p> <p>Develop alternative pathways to certification for individuals with industry experience who lack teaching credentials.</p>		<p>The Maryland Division of Career and College Readiness has created this guidance document that summarizes teacher certification options for each CTE program of study offered in the state.</p>

PROBLEM: NEW CTE EDUCATORS LACK ACCESS TO PROFESSIONAL DEVELOPMENT SUPPORTS TO STRENGTHEN THEIR INSTRUCTION.

Root Cause	Strategy	Sample Activities	Resource	Description
Individuals transitioning from industry may lack the pedagogical skills to succeed in the classroom.	Offer targeted professional development to support new CTE instructors in strengthening their teaching skills.	Pair new first and second year CTE teachers with seasoned veterans who can serve as mentors and provide resources and guidance.	CTE TEACH Mentor Programs	The Colton-Redlands-Yucaipa Regional Occupational Program (CA) partners with the California Department of Education to offer mentorship supports and

		Facilitate networking events, conferences, and workshops where CTE educators can connect with colleagues, share best practices, and collaborate on innovative teaching strategies.		professional development for new CTE teachers.
CTE educators are unable to offer academic credit to students taking CTE coursework.	Create policy and practices to support CTE educators in offering academic credits.	Pair academic and CTE educators to design courses that allow students to earn academic and technical credit simultaneously.	Credit Quandaries: How CTE Instructors can Teach Academic Credit	This document from the Center on Great Teachers & Leaders explores strategies that states and districts are using to enable CTE teachers who lack the necessary credentials to award academic credit for their courses.

PROBLEM: THE TURNOVER RATE IS HIGHER FOR EDUCATORS WHO IDENTIFY AS PEOPLE OF COLOR.

Root Cause	Strategy	Sample Activities	Resource	Description
Educators who are nontraditional for their field are not recruited and those who begin are not offered supports to persist in the occupation.	Undertake targeted efforts to recruit individuals who are nontraditional for their field.	<p>Promote CTE as a career choice by collaborating with professional organizations to promote CTE teaching careers and develop pathways to teacher preparation programs.</p> <p>Offer professional development targeted to address the needs of nontraditional educators, which include creating inclusive</p>	<p>State and Local Strategies for Diversifying the CTE Educator Workforce</p> <p>Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color</p>	<p>This document identifies issues and offers solutions for diversifying the secondary CTE educator workforce. Includes suggested activities to both promote recruitment and retention of teachers.</p> <p>The Learning Policy Institute created this resource to support diversifying the teaching</p>

		workplaces and offering mentoring and professional learning communities.		profession overall. Use it to find options that might apply to the CTE workforce.
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Appendix E: Additional Resources

While specific evidence-based resources may vary depending on the context and location, several organizations and research institutions focus on educational best practices, including those related to Career and Technical Education (CTE). Here are some resources and organizations that often provide evidence-based insights:

Advance CTE

The State CTE Directors association offers a wealth of resources in their learning center.

Website: [Advance CTE](#)

American Institutes for Research (AIR) - Educator Quality:

AIR conducts research on various aspects of education, and their educator quality resources often include evidence-based strategies for teacher retention.

Website: [AIR Educator Quality](#)

Association for Career and Technical Education (ACTE):

ACTE provides resources and research related to CTE.

Website: [Association for Career and Technical Education](#)

CTE Research Network

Federally funded website focused on strengthening CTE research.

Website: [CTE Research Network](#)

Learning Policy Institute (LPI):

LPI conducts research on education policy and practice. Their reports and publications often include evidence-based recommendations.

Website: [Learning Policy Institute](#)

National Center for Education Statistics (NCES)

The NCES, part of the U.S. Department of Education, offers data and reports on various aspects of education. Their website is a valuable resource for accessing national education statistics.

Website: [National Center for Education Statistics](#)

National Comprehensive Center for Teacher Quality (TQ Center):

The TQ Center focuses on improving teacher quality and effectiveness. They offer resources and research on teacher recruitment and retention.

Website: [National Comprehensive Center for Teacher Quality](#)

RAND Corporation - Education Research:

RAND Corporation conducts research on various education-related topics, and their reports often include evidence-based insights.

Website: [RAND Education](#)

Regional Education Laboratories (RELs):

Funded by the U.S. Department of Education, the RELs conduct research and provide resources on various educational topics.

Website: [Regional Education Laboratories](#)

What Works Clearinghouse (WWC):

WWC reviews and assesses the quality of educational research. While it covers various educational topics, it can be a valuable resource for finding evidence-based practices related to teacher retention.

Website: [What Works Clearinghouse](#)