



Career and Technical Education: Comprehensive Local Needs Assessment

A Systemic Review Guidebook for Secondary Schools
Version 3.0

Office of College and Career Pathways

2024 - 2026

MARYLAND STATE DEPARTMENT OF EDUCATION

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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 | Michael P. Boyle |
| Organization | SMCPS |
| Title | Supervisor of Instruction, CTE |
| Email | mpboyle@smcps.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

| ROLE | NAME | TITLE | AFFILIATION |
|---|----------------|--------------------------------------|----------------------------------|
| Secondary | | | |
| Administration | Michael Egan | Principal | St. Mary's County Public Schools |
| | Marc Pirner | Principal | St. Mary's County Public Schools |
| | BJ Dothard | Principal | St. Mary's County Public Schools |
| | Michael Boyle | Supervisor of CTE | St. Mary's County Public Schools |
| | Tammy Burr | Supervisor of Assessments | St. Mary's County Public Schools |
| | Lisa Bachner | Chief Academic Officer | St. Mary's County Public Schools |
| | Dale Farrell | Chief of Staff | St. Mary's County Public Schools |
| Professional career or academic counselor | Audra Bishop | Counselor | St. Mary's County Public Schools |
| | Amanda Hogan | Counselor | St. Mary's County Public Schools |
| | Corinne Marino | Career Counseling Coordinator | St. Mary's County Public Schools |
| | Rhonda Hunt | Supervisor of Counseling | St. Mary's County Public Schools |
| Teachers | Cindy Baden | Business Teacher | St. Mary's County Public Schools |
| | Philip Thom | CADD Teacher | St. Mary's County Public Schools |
| | Julie Hugel | Child Development Teacher/Dept Chair | St. Mary's County Public Schools |
| | Meg Finn | Business Teacher | St. Mary's County Public Schools |
| | Melissa Chew | TAM Teacher | St. Mary's County Public Schools |
| | Mary Thompson | IT Teacher | St. Mary's County Public Schools |
| Instructional Support and Paraprofessionals (Psychologists, Social Workers, etc.) | Bonnie Kelly | Vocational Support/AMP Coordinator | St. Mary's County Public Schools |
| | Lisa Lewis | Vocational Support/Special Education | St. Mary's County Public Schools |

| | | | |
|--|---------------------|--|--|
| | Colin McDaniel | Paraprofessional | St. Mary's County Public Schools |
| | | | |
| Postsecondary | | | |
| Administration (e.g., dean, division chair) | Mark Metcalf | Career and Technical Education, Manager | College of Southern Maryland |
| | | | |
| | | | |
| Faculty | John Delabrer, | Adjunct Instructor, Criminal Justice | College of Southern Maryland |
| | | | |
| | | | |
| Workforce | | | |
| Local Workforce Development board member | Ruthy Davis | Director | Tri-County Council for Southern Maryland |
| | Sharon Flores | Career Advisor | California-American Job Center |
| | Monica Grove | St. Mary's County Workforce Blueprint Specialist | Tri-County Council for Southern Maryland |
| *Regional Economic Development organization member | Chris Kaselemis, | Director | SMC Department of Economic Development |
| | | | |
| | | | |
| Local business & industry representative | MaryKay Myers | Finance Director | The Patuxent Partnership |
| | Jennifer Brown | Programs and Membership Director | The Patuxent Partnership |
| | Ellen P. Servetnick | K-12 Education Outreach Program Manager | Strategic Education Office |
| | Alex Jaffurs | Assistant Superintendent of Supporting Services | St. Mary's County Public Schools |
| Other | | | |
| Parent or caretaker | Matt Chew | Parent | Stakeholder |
| | BJ Dothard | Parent | Stakeholder |
| | Audra Bishop | Parent | Stakeholder |
| | Julie Hugel | Parent | Stakeholder |
| | Melissa Chew | Parent | Stakeholder |

| | | | |
|--|--------------------------|--------------------------------|---|
| | Mary Thompson | Parent | Stakeholder |
| Student | Gabby Hicks | Student | JAFCTC |
| | Makayla Porter | Student | JAFCTC |
| | Amanda Hill | Student | JAFCTC |
| | Kaelyn White | Student | JAFCTC |
| | Allison Curtis | Student | JAFCTC |
| | Brianna Rourke | Student | JAFCTC |
| | Jace Darvill | Student | JAFCTC |
| | Valeria Cervantes-Corona | Student | JAFCTC |
| | Katie Thompson | Student | JAFCTC |
| Representative of Special Populations | | | |
| Individuals with Disabilities | Lisa Lewis | SPED Teachers | St. Mary's County Public Schools |
| Economically Disadvantaged | Contina Quick-McQueen | Supervisor of CCR | St. Mary's County Public Schools |
| Non-Traditional Fields | Bonnie Kelly | VSST Teacher | St. Mary's County Public Schools |
| Single Parents | | | St. Mary's County Public Schools |
| Out-of-Workforce Individuals | | | St. Mary's County Public Schools |
| English Language Learners | Wendy Tarr | Supervisor of ML | St. Mary's County Public Schools |
| Homeless | Kate Weaver | Supervisor of Student Services | St. Mary's County Public Schools |
| Students in Foster Care | Kate Weaver | Supervisor of Student Services | St. Mary's County Public Schools |
| Parents are in the Armed Services | Dawn Simpson | School Liaison | NAS Pax River/Navy Child and Youth Programs |

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 | | | | ### | 100% |
| Curriculum for Agricultural Science Education (CASE) | X | X | X | 6 | 1% |
| Natural Resources and Conservation | X | X | X | 14 | 2% |
| Audiovisual Communications and Broadcast Technologies | X | | X | 15 | 2% |
| Graphic Communications (PrintED) | X | | | 15 | 2% |
| Computer and Information Sciences | X | X | X | 231 | 26% |
| IT Networking Academy (CISCO) - CCNA Security | X | X | X | 11 | 1% |
| Restaurant, Culinary, and Catering Management | X | X | X | 23 | 3% |
| Teacher Academy of Maryland | X | X | X | 14 | 2% |
| Engineering Technology | X | X | X | 22 | 2% |
| Manufacturing Engineering Technology (MSSC) | X | X | | 18 | 2% |
| Drafting and Design Technology | X | X | | 12 | 1% |
| Early Childhood Education/Child Care | | | X | 74 | 8% |
| Air Force Junior Reserve Officers Training Corps (AFJROTC) | X | | | 2 | 0% |
| Navy Junior Reserve Officers Training Corps (NJROTC) | X | | | 19 | 2% |
| Criminal Justice, Law and Society | X | X | X | 17 | 2% |
| Fire Emergency Medical Training/ High School Cadet (MFRI) | X | | X | 4 | 0% |
| Local Construction Trades- Carpentry | X | X | | 16 | 2% |
| Local Construction Trades- Electrical | X | X | X | 22 | 2% |
| Local Automotive Transportation Technologies | X | X | X | 17 | 2% |

| | | | | | |
|--|---|---|---|-----|----|
| Local Automotive Collision Repair | X | X | | 12 | 1% |
| Airframe Mechanics and Aircraft Maintenance Technology | X | X | X | 4 | 0% |
| Medium/Heavy Truck Technician- Diesel (NATEF) | X | | X | 16 | 2% |
| Local Construction Maintenance-Welding | | | X | 11 | 1% |
| Health Professions/Allied Health Professions and Related Sciences | X | X | X | 14 | 2% |
| Academy of Health Professions - Certified Nursing Assistant | X | | X | 13 | 1% |
| Academy of Health Professions - Dental Assistant | X | | X | 15 | 2% |
| Academy of Health Professions - Certified Clinical Medical Assistant | X | | X | 14 | 2% |
| Business Management | X | X | X | 44 | 5% |
| Business Administrative Services | X | X | X | 1 | 0% |
| Academy of Finance (NAF) | X | X | X | 17 | 2% |
| Hospitality and Tourism Services Administration and Management | X | X | X | 16 | 2% |
| Career Research and Development | X | | | 14 | 2% |
| Apprenticeship Maryland Program | X | | | 27 | 3% |
| | | | | 770 | |

| | | | |
|--------------|---------------|----------|----------|
| All 3 | 2 of 3 | 1 | 0 |
| 61% | 79% | 21% | 0% |
| 473 | 135 | 162 | 0% |
| 61% | 18% | 21% | 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?

| Program/CIP Code | Adding or deleting | Rational for change |
|---------------------------------|--------------------|------------------------------|
| Aircraft Maintenance/ 470607 | Deleting | Unable to find an instructor |
| | | |
| | | |

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 | | We have a strong connection to our workforce through our PAC’s/LAC |
| Processes are in place to identify and expand high school level registered apprenticeship opportunities. | X | | We are well prepared to assist the Dept. of Labor in providing career ready students to established RA’s |
| Processes are in place to update or phase out CTE POS that do not align with HS/HW/ID industries | X | | A deep dive into those programs that do not meet all 3 elements of HS,HW,ID needs to happen with our CLNA Committee |
| A majority of our students are concentrating in POS aligned to HS/HW/ID industries | X | | 79% of our students are enrolled in programs that have at least 2 elements, with 61% of those in a program with all 3 elements. The last 21% fall within either HS or ID making them programs to look at but not necessarily eliminated. |
| Processes are in place to recruit business and industry stakeholders to participate on Program Advisory Committees | X | | As stated above our PAC’s are very active and our instructors are always looking for new partners to stay up to date with the demands. |

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)?

Offering a diverse range of programming can help foster a more inclusive and equitable educational environment that values all types of skills and knowledge. This can ensure that all students have the opportunity to explore their interests and strengths, regardless of whether they align with all 3 elements of high wage, high skill, and in-demand careers. To simply eliminate a program because it does not fulfill all 3 elements would be unwise. There are 297 concentrators within programs with 1 or 2 elements present. That would be 39% of our concentrators not exploring their interests by eliminating those programs.

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.

- Collaborate with Workforce Development Career Counselors to identify students that have the skills within the targeted programs meeting HS, HW, and ID (currently 473 students total in 15 identified programs).
- Analyze growth opportunity data to prioritize programs with the highest potential for increased enrollment and focus recruitment efforts accordingly.
- Design and host informative and engaging information sessions tailored to the needs and interests of the identified student candidates, highlighting the benefits and opportunities associated with the targeted programs.
- Reestablish and strengthen PACs at the Comprehensive High Schools, particularly those that have been impacted by Covid, to ensure industry input in curriculum development and IRC identification.
- Foster a strong working relationship with Workforce Development to identify specific area needs and validate alignment with course content to better prepare students to enter into apprenticeships. .
- Allocate resources to hire dedicated staff to conduct a comprehensive evaluation of current curricula and identify areas requiring alignment with workforce needs and/or IRCs.
- Review and update curriculum to match approved Blueprint IRCs and align with approved Perkins measures.
- Identify areas where staff may need additional professional development in data-based research and certification areas.
- Create committees or PLCs to evaluate and align approved Blueprint IRCs and Perkins TSAs to the appropriate programs.

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 concentrator status | Number | Percent | Percent participating in CTE | Percent of participants who achieved concentrator status |
| All 2023 Graduates (4-year cohort) | 58,206 | 85.81% | | | 1324 | | 603/100% | 45.5% |
| Gender | | | | | | | | |
| Male | 28,576 | 82.60% | | | 694 | | 352/100% | 51% |
| Female | 29,581 | 89.16% | | | 631 | | 251/100% | 40% |
| Race-ethnicity | | | | | | | | |
| American Indian | 140 | 85.89% | | | 19 | | 6/100% | |
| Asian | 4,559 | 96.16% | | | 61 | | 18 | 30% |
| Black | 18,648 | 84.68% | | | 296 | | 157 | 53% |
| Hispanic | 10,446 | 71.37% | | | 28 | | 12 | 43% |
| Multi-race | 2,485 | 89.36% | | | | | | |
| White | 21,838 | 93.38% | | | 1040 | | 464 | 45% |
| Special Populations | | | | | | | | |
| Economically disadvantaged | 17,049 | 80.83% | | | 420 | | 229 | 55% |
| Multi-lingual learners | 3,140 | 55.78% | | | 17 | | 13 | 76% |
| Individuals with disabilities | 4,697 | 69.47% | | | 141 | | 91 | 65% |
| Nontraditional fields | - | - | | | | | | |
| Single parents | - | - | | | 0 | | 0 | |
| Out of workforce | - | - | | | 0 | | 0 | |
| Unhoused Individuals | 833 | 62.03% | | | | | | |
| Youth in foster care | 66 | 40.24% | | | 0 | | 0 | |
| Youth with parent in military | 1,028 | 95.10% | | | 95 | | 33 | 35% |
| Migrant students | - | - | | | 0 | | 0 | |

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 | | Lack of representation and role models: | There may be a lack of visible representation and role models in certain fields or industries, making it difficult for Black students to see themselves succeeding in those areas. |
| Our district has processes in place to recruit students traditionally underrepresented in CTE to improve diversity in CTE POS | | Need to delve deeper into subgroups | As a whole our numbers are level without comparison group in everything but ED, but when disaggregated the disproportional. |
| Processes are in place to ensure that students traditionally underrepresented in CTE have options to <u>enroll</u> in CTE POS | | Need to delve deeper into subgroups | We thought that this was a true |
| Processes are in place to ensure that students traditionally underrepresented in CTE <u>persist</u> in CTE POS once enrolled | | We thought we were ok here, but that data shows that we can do better | Remove barriers not thought have been present. |
| Processes are in place to ensure that all eligible students have equitable access to career-based learning experiences | | We have shortcomings in subgroups of students and in clusters | Our greatest weakness in this area is the lack of people in the program. |
| Career guidance and advisement services are provided to student prior to enrolling in a CTE POS | | We have always believed we could be better here and with the career coaches we should see a difference. | Need to work with the career counselors and the WBDB to solidify this component |
| All students have access to career planning and support services to help them successfully transition to advanced education and/or the workforce | | A better format of a career map starting in Middle School | Career mapping is going to become a reality with our career counselors. |

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?
 - ED students are underrepresented in AMC by -19%
 - Black students are overrepresented in CRD by 19%
 - SWD students are overrepresented in CRD by 24%
 - ED students are underrepresented in EANR by -23%
 - ED students are underrepresented in MET by -26%
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.

- Leveling of enrollment of Black students in underrepresented and overrepresented programs
- increase in enrollment of ED students by increasing participation in programs that are currently underrepresented in all clusters.
- reduce the overrepresentation of SWD students in programs that are currently overrepresented.
- increasing ED enrollment overall to reach a level of acceptable variance.
- Level both male and female enrollment while increasing marketing towards non-traditional enrollment.

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.

The key focus of this work will be on increasing awareness and targeted outreach efforts. Our data analysis reveals that our CTE program is persisting at a level comparable to our peers, but upon closer examination, we uncover significant disparities. To address these inequities, we will prioritize leveling the programs while maintaining or increasing enrollment. Our targeted outreach initiatives will be crucial in reaching underrepresented student groups and overrepresented student groups, ultimately bridging the gaps and promoting greater equity in our program.

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 NUMBERS

| Cluster | Enrollment Number | Number of Concentrators | Number of Graduates | Gender | | Race/Ethnicity | | | | | | | Special Populations | | | | | | | | |
|--------------|-------------------|-------------------------|---------------------|--------|------|----------------|----|-----|-----|------|----|-----|---------------------|-----|-----|----|-----|----|----|----|-----|
| | | | | M | F | AL | A | H | B | W | PI | M | SWD | ED | NT | SP | OOW | EL | MV | FY | AD |
| AMC | 77 | 142 | 20 | 34 | 34 | 0 | 1 | 7 | 6 | 54 | 0 | 9 | 16 | 13 | 43 | 0 | | 0 | 0 | | 8 |
| BMF | 647 | 62 | 373 | 406 | 406 | 0 | 10 | 31 | 105 | 448 | 1 | 52 | 41 | 186 | 359 | 0 | | 4 | 4 | | 36 |
| CD | 149 | 41 | 34 | 129 | 129 | 0 | 0 | 11 | 12 | 119 | 0 | 7 | 18 | 28 | 21 | 0 | | 1 | 0 | | 11 |
| CRD | 295 | 49 | 54 | 210 | 210 | 1 | 4 | 20 | 111 | 134 | 1 | 24 | 103 | 101 | 4 | 1 | | 6 | 8 | | 16 |
| CSHT | 242 | 39 | 86 | 90 | 90 | 1 | 13 | 13 | 39 | 166 | 0 | 10 | 12 | 55 | 9 | 0 | | 1 | 1 | | 25 |
| EANR | 41 | 20 | 21 | 18 | 18 | 0 | 0 | 2 | 3 | 35 | 0 | 1 | 8 | 5 | 23 | 0 | | 0 | 0 | | 5 |
| HB | 136 | 56 | 59 | 9 | 9 | 0 | 5 | 10 | 20 | 93 | 0 | 8 | 1 | 21 | 10 | 0 | | 0 | 0 | | 13 |
| HRS | 508 | 130 | 74 | 156 | 156 | 1 | 4 | 59 | 127 | 281 | 0 | 36 | 56 | 200 | 172 | 1 | | 13 | 4 | | 27 |
| IT | 673 | 242 | 28 | 408 | 408 | 2 | 38 | 74 | 132 | 363 | 4 | 60 | 63 | 229 | 276 | 0 | | 11 | 4 | | 51 |
| MET | 165 | 52 | 59 | 128 | 128 | 0 | 8 | 13 | 15 | 111 | 0 | 18 | 8 | 15 | 37 | 0 | | 1 | 0 | | 24 |
| TT | 135 | 49 | 91 | 127 | 127 | 1 | 0 | 12 | 16 | 98 | 0 | 8 | 23 | 40 | 8 | 0 | | 2 | 1 | | 7 |
| WBL | | | | | | | | | | | | | | | | | | | | | |
| Total | 3068 | 882 | 899 | 1715 | 1715 | 6 | 83 | 252 | 586 | 1902 | 6 | 233 | 349 | 893 | 962 | 2 | 0 | 39 | 22 | 0 | 223 |

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 | OO W | EL | HL | F Y | AD |
| AMC | 3% | 16% | 2% | 2% | 2% | 0% | 1% | 3% | 1% | 3% | 0% | 4% | 5% | 1% | 4% | 0% | | 0% | 0% | | 4% |
| BMF | 21% | 7% | 41% | 24% | 24% | 0% | 12% | 12% | 18% | 24% | 17% | 22% | 12% | 21% | 37% | 0% | | 10% | 18% | | 16% |
| CD | 5% | 5% | 4% | 8% | 8% | 0% | 0% | 4% | 2% | 6% | 0% | 3% | 5% | 3% | 2% | 0% | | 3% | 0% | | 5% |
| CRD | 10% | 6% | 6% | 12% | 12% | 17% | 5% | 8% | 19% | 7% | 17% | 10% | 30% | 11% | 0% | 50% | | 15% | 36% | | 7% |
| CSHT | 8% | 4% | 10% | 5% | 5% | 17% | 16% | 5% | 7% | 9% | 0% | 4% | 3% | 6% | 1% | 0% | | 3% | 5% | | 11% |
| EANR | 1% | 2% | 2% | 1% | 1% | 0% | 0% | 1% | 1% | 2% | 0% | 0% | 2% | 1% | 2% | 0% | | 0% | 0% | | 2% |
| HB | 4% | 6% | 7% | 1% | 1% | 0% | 6% | 4% | 3% | 5% | 0% | 3% | 0% | 2% | 1% | 0% | | 0% | 0% | | 6% |
| HRS | 17% | 15% | 8% | 9% | 9% | 17% | 5% | 23% | 22% | 15% | 0% | 15% | 16% | 22% | 18% | 50% | | 33% | 18% | | 12% |
| IT | 22% | 27% | 3% | 24% | 24% | 33% | 46% | 29% | 23% | 19% | 67% | 26% | 18% | 26% | 29% | 0% | | 28% | 18% | | 23% |
| MET | 5% | 6% | 7% | 7% | 7% | 0% | 10% | 5% | 3% | 6% | 0% | 8% | 2% | 2% | 4% | 0% | | 3% | 0% | | 11% |
| TT | 4% | 6% | 10% | 7% | 7% | 17% | 0% | 5% | 3% | 5% | 0% | 3% | 7% | 4% | 1% | 0% | | 5% | 5% | | 3% |
| WBL | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | 0% | | 0% | 0% | | 0% |

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?
 - ED students are under represented in AMC by -19%
 - Black students are overrepresented in CRD by 19%
 - SWD students are overrepresented in CRD by 24%
 - ED students are underrepresented in EANR by -23%
 - ED students are underrepresented in MET by -26%

Awareness of programs and what they can offer to the identified groups, systematic bias, course requirements, and cost associated with delivery of marketing (travel...).

2. In which clusters does it appear that all students participating are not persisting at equivalent rates? What factors might be affecting their decisions?

The percentage of IT and BMF students who do not complete their original pathway is influenced by two factors: IT students who abandon their studies due to exploring other interests and BMF students who switch to different pathways or decide to explore dual enrollment.

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?

Our analysis reveals that our overall participation and persistence rates across clusters are relatively consistent. However, when we examine the data at a more granular level, we identify disparities in performance that require attention. Specifically, certain programs are disproportionately affecting our underperforming and overperforming groups. Notably, our Black students, SWD, and ED students are the most severely impacted groups in need of targeted support to address these disparities.

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.]*

1. Increase enrollment of underrepresented groups through targeted outreach and marketing of programs.
2. Increase enrollment of underrepresented groups through targeted outreach and marketing of student groups that are not participating in HS, HW, and ID clusters.

3. Decrease the enrollment in programs that are overrepresented by targeted student groups through outreach and marketing of programs and clusters identified.
4. Increase the number of students that are identified as ED as we are underrepresented in this area as a system compared to our comparison group. We will do this through Targeted outreach and eliminating costs that may be hindering the current marketing being performed.
5. Make efforts to eliminate any possible bias in non-traditional students' enrollment in non-traditional careers. We will spend time on creating an atmosphere that is receptive to the non-traditional students.

NOTES:

- A. Depending on your program offerings, you may find it necessary to do a more granular analysis of your data to assist in identifying priorities.
- B. Sample strategies that may help you align your priorities, are listed in Appendix B.

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% | 53% | 52% | 14% | 76% | 21% | 89% | 92% | |
| Gender | | | | | | | | | |
| Males | 269 | 150 | 59 | 6 | 260 | 122 | 48 | 93 | |
| Females | 395 | 202 | 109 | 5 | 284 | 11 | 42 | 108 | |
| Race-ethnicity | | | | | | | | | |
| American Indian | 2 | 2 | 0 | 0 | | 0 | 2 | 2 | |
| Asian | 12 | 5 | 5 | 1 | 19 | 8 | 0 | 4 | |
| Black | 121 | 33 | 10 | 1 | 79 | 13 | 7 | 17 | |
| Hispanic | 47 | 20 | 7 | 0 | 41 | 8 | 7 | 12 | |
| Multi-race | 48 | 25 | 10 | 1 | 31 | 14 | 4 | 15 | |
| White | 434 | 267 | 136 | 8 | 374 | 90 | 70 | 151 | |

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% | 53% | 52% | 14% | 76% | 21% | 89% | 92% | |
| Economically disadvantaged | 219 | 67 | 15 | 9 | 84 | 35 | 12 | 32 | |
| Multilingual learners | 12 | 0 | 0 | 0 | 0 | 3 | 0 | 1 | |
| Individuals with disabilities | 85 | 20 | 4 | 1 | 62 | 5 | 6 | 9 | |
| Nontraditional fields | 80 | 51 | 19 | 2 | 103 | 133 | 3 | 22 | |
| Single parents | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Out of workforce | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Students served under the McKinney-Vento Act (Unhoused) | 10 | 4 | 1 | 1 | 0 | 2 | 1 | 2 | |
| Youth in foster care | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |
| Youth with a parent in active military | 44 | 37 | 17 | 0 | 0 | 10 | 6 | 16 | |
| Migrant students | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | |

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

| Target % | Program Success Rate | Rates of Success | | | | | | | | Disparities between program success and success by Special Pop | | | |
|----------|----------------------|------------------|----|-------|----|-----|----|-----|----|--|-------|------|------|
| | | Hispanic | # | Black | # | SWD | # | ED | # | Hispanic | Black | SWD | ED |
| 52.3% | 34% | 30% | 10 | 11% | 45 | 13% | 30 | 19% | 72 | -4% | -23% | -21% | -15% |
| | 53% | 0% | 2 | 56% | 9 | 50% | 4 | 18% | 11 | -53% | 3% | -3% | -35% |

| | | | | | | | | | | | | | |
|-----|------------|------------|-----------|------------|------------|------------|-----------|------------|------------|-------------|-------------|-------------|-------------|
| | 69% | 100% | 3 | 100% | 1 | 0% | 2 | 40% | 5 | 31% | 31% | -69% | -29% |
| | 42% | 50% | 2 | 25% | 8 | 67% | 3 | 36% | 11 | 8% | -17% | 24% | -6% |
| | 54% | 100% | 1 | 25% | 12 | 0% | 5 | 38% | 16 | 46% | -29% | -54% | -17% |
| | 68% | | 0 | 100% | 1 | 33% | 3 | 50% | 2 | 0% | 32% | -35% | -18% |
| | 58% | 33% | 6 | 50% | 8 | 0% | 0 | 27% | 11 | -25% | -8% | 0% | -31% |
| | 46% | 27% | 11 | 24% | 21 | 22% | 18 | 36% | 53 | -18% | -22% | -24% | -10% |
| | 87% | 75% | 4 | 57% | 7 | 75% | 4 | 50% | 10 | -12% | -30% | -12% | -37% |
| | 70% | 67% | 3 | 100% | 2 | 60% | 5 | 60% | 10 | -3% | 30% | -10% | -10% |
| | 32% | 50% | 4 | 20% | 5 | 9% | 11 | 29% | 17 | 18% | -12% | -23% | -2% |
| | 53% | 43% | 46 | 28% | 119 | 24% | 85 | 31% | 218 | -9% | -25% | -29% | -22% |
| | | | | | | | | | | -9% | -25% | -29% | -22% |
| 48% | 16% | 17% | 6 | 0% | 22 | 0% | 19 | 3% | 34 | 0% | -16% | -16% | -13% |
| | 41% | 50% | 2 | 25% | 4 | 0% | 1 | 0% | 8 | 9% | -16% | -41% | -41% |
| | 79% | 100% | 2 | 100% | 1 | 0% | 1 | 33% | 3 | 21% | 21% | -79% | -45% |
| | 56% | 100% | 1 | 50% | 2 | 100% | 1 | 67% | 3 | 44% | -6% | 44% | 10% |
| | 75% | | 0 | 33% | 3 | 0% | 1 | 50% | 2 | 0% | -42% | -75% | -25% |
| | 100% | | 0 | 100% | 1 | 100% | 1 | 100% | 1 | 0% | 0% | 0% | 0% |
| | 67% | 33% | 3 | 50% | 2 | | 0 | 25% | 4 | -33% | -17% | | -42% |
| | 24% | 0% | 4 | 11% | 9 | 0% | 11 | 15% | 27 | -24% | -13% | -24% | -9% |
| | 92% | 100% | 1 | 100% | 3 | 100% | 1 | 100% | 3 | 8% | 8% | 8% | 8% |
| | 80% | 0% | 1 | 0% | 0 | 50% | 2 | 25% | 4 | -80% | 0% | -30% | -55% |
| | 27% | 0% | 3 | 0% | 0 | 0% | 2 | 0% | 5 | -27% | 0% | -27% | -27% |
| | 52% | 30% | 23 | 21% | 47 | 10% | 40 | 16% | 94 | -22% | -31% | -42% | -36% |

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? 4S1 | 4S1 |
| Looking at <i>overall performance</i> , on which indicators are you <u>substantially exceeding</u> the district performance target? 1S1 5S1 | 5S1 |

* 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

1. 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.
 - The Black population is underrepresented by -25% in ELA and Math proficiency.
 - Socioeconomic factors
 - Systemic racism and discrimination
 - The SWD population is Underrepresented by -29% in ELA and Math proficiency.
 - Lack of targeted data awareness. Extra efforts need to be made to make sure that we are addressing issues associated with this deficiency.
 - Assessment anxiety and stress
 - The ED population is Underrepresented by -22% in ELA and Math proficiency.
 - Barriers not identified have to do with access and accessibility.
 - Limited parental involvement

By acknowledging the complex and unique challenges faced by diverse student groups, including Black students, SWD, and ED students, and working together to address them, we can strive to create a more equitable variance in the academic success of our targeted students in CTE and the comparison group.

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?

Our analysis of disaggregated data reveals concerning disparities in our data examinations. Specifically, we have found that Black students, SWD, and ED students are disproportionately represented in the CRD, and their scores are significantly lower than the school's average.

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)?

Engage with Community and Industry Partners: We will leverage the expertise of Program Advisory Committees (PACs) and Local Advisory Committees (LACs) to tap into the support and resources of our community and industry partners. By fostering relationships with these organizations, we can provide our at-risk students with valuable role models and mentors who can inspire and guide them towards their goals.

To ensure that all students have equal access to career exploration opportunities, we will create targeted pathways for students from underrepresented groups, providing them with the resources and support they need to understand their career aspirations and develop the skills to achieve them. This will enable them to break down barriers and reach their full potential, regardless of their background or demographics.

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.

1. Increase the enrollment in Black students, SWD, and ED students.
2. Level enrollment in cluster and programs that are disproportionate, in Black students, SWD, and ED students.
3. Increase the enrollment of ED students. Not only are we disproportionate in this area in programs and clusters but we are considerably underrepresented as a whole across CTE programs and clusters other than CRD.
4. We did not meet the performance level is 4S1 which means we will need to target our outreach and market that target making sure that non-traditional students understand that they can be successful in the non-tradition careers.
5. We have to focus on creating ways to make sure we are assisting in getting our students CCR. Our current data shows that CTE students are not performing as well as their counterparts in English and math MCAPs.

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: | | | | | |
|------------------------------------|-----------------------------|---|--|---------------------------------|--------------------------------|
| 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 | 38% | 56% | 8 | 0 | 0 |
| Female | 62% | 44% | 16 | 2 | 1 |
| Race-ethnicity | | | | | |
| American Indian | 0 | 0 | 0 | 0 | 0 |
| Asian | 0 | 51 | 0 | 0 | 0 |
| Black | 0 | 381 | 3 | 0 | 0 |
| Hispanic | 1 | 168 | 2 | 0 | 0 |
| Multi-race | 0 | 156 | 0 | 0 | 0 |
| White | 36 | 1265 | 19 | 2 | 1 |
| Credential | | | | | |
| Properly Licensed | 27 | | 8 | 2 | 1 |
| Granted Temporary Waiver | 10 | | 16 | 0 | 0 |

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 | This need to be improved. With 28 pathways and 22 of the 28 are singletons at a Tech Center it is impossible to PD to specific programs. Singleton instructors need to be PD by other avenues. |
| Staff are aware of the requirements to maintain endorsement. | X | | All our staff understand the requirements they need to maintain their endorsements. |
| Staff have equal access to content-specific professional development opportunities across industries. | | X | This needs to become a priority so that more teachers/instructors can receive relevant PD. |
| Data are collected on the effectiveness of professional development to ensure it meets the needs of educators. | | X | A process to track this data needs to be created. |

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?

We do not match the demographic characteristics of our student body.

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?

Not all my instructors are currently certified to teach in CTE, they may be certified in other areas of education but not necessarily CTE. I have identified areas that will be addressed and have agreed to work with HR to help in this area.

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?

In our system, PD is frequently offered, but often fails to meet the specific needs of instructors in my Tech Center. To better support course-specific PD, we need to prioritize content-specific training and make it a reality. This will require increased effort and resources, particularly with the introduction of Blueprint and the upcoming revisions to our curriculum to accommodate new IRCs. The potential addition of additional training requirements will also necessitate additional support.

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

Cost is a persistent barrier to Professional Development (PD) in our system, whether it's a lack of manpower or insufficient travel funds. Furthermore, our county's travel restrictions can also hinder PD efforts, presenting an additional obstacle to overcome.

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?

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

1. Collaborate with Human Resources to develop a system for collecting and analyzing data to identify strengths and weaknesses in Component D, enabling data-driven decisions rather than relying on anecdotal evidence.
2. Work with Human Resources to enhance support for teachers who are not certified in CTE, including identifying their optimal placement or providing assistance to obtain CTE certification.
3. Assist in the recruitment process by identifying highly qualified CTE teachers and instructors who can effectively teach within our trades, as well as filling deficit positions that reflect the characteristics of our student body.
4. Revitalize our Parent Advisory Committees (PACs) at the comprehensive high schools to maintain continuity and ensure that teachers in CTE disciplines remain consistent across the three high schools.
5. Work with Human Resources to identify community members with relevant education and experience who can become certified teachers to teach CTE courses. To achieve this, I will collaborate with HR to establish a seamless path for individuals to pursue certification and teaching opportunities.

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> |

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| | | | | 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> |

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| | 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> |

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| | | <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> |

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| | | | | 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. |

| | | | | |
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| | | | <u>Recruiting Special Populations into CTE: Toolkit</u> | <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. | <u>A Guide to Discussing Racial Equity</u> | 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. | <u>Assessing the Enrollment and Retention of Nontraditional Learners</u> | 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 | <u>Partnering Students with Industry Mentors</u> | Parkways School District (MO) connects students with industry mentors who provide guidance, connections, expertise, and |

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| <p>coursework and entering the field.</p> | <p>guidance to encourage them to pursue a career.</p> | <p></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><u>Work-based Learning Toolkit</u></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> |

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| | | | | 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 |

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| <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> |
|---|---|---|--|--|

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. |

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| | | <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 |

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| | | 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> |

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| | | 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](#)