

Executive Summary

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

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

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

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

1. Complete a CTE needs assessment to ensure that CTE programs of study offered by a school system or community college address regional workforce needs;
2. Align CTE programs to high-wage, high-skill, or in-demand career fields;
3. Align CTE curriculum to industry and academic standards;
4. Establish and implement structures that will allow for 45% or more of high school students to complete a CTE program of study, earn industry-recognized credentials, or complete an apprenticeship by 2025;
5. Strengthen the CTE teacher and faculty pipeline;
6. Promote innovative practices to reshape where, when, how, and to whom CTE is delivered;
7. Expand the reach and scope of career guidance and academic counseling;
8. Increase recruitment of specific student groups in CTE programs; and
9. Establish new program quality measures and related levels of performance to optimize outcomes for students.

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

Funding to support CTE programs of study will be provided to local school systems, community colleges, Juvenile Services Education System, and the Adult Correctional Education System in alignment with state plan priorities and federal law requirements. Increased accountability measures will be

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implemented to ensure that students experience high-quality career programs of study that prepare them for career success.



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