

CTE Issues and Initiatives at MSDE



MCTA 15th Annual Summer Professional Development Institute
Dr. Lynne M. Gilli, Assistant State Superintendent
Division of Career and College Readiness
July 24, 2018

Status of Perkins Reauthorization



- S 3217 - Strengthening Career and Technical Education for the 21st Century Act
- Expect to have quick action on the law
- Advance CTE is working with Senate Staff Members to find balance in the law
- Local Uses of Funds will require the allocation of resources to be aligned with the results of a needs assessment
- Local Uses of Funds are significantly streamlined, but the bill includes six new required activities

New Assistant Secretary

*OCTAE/USDE



- Former Chief Operating Office of Vivayic, Inc.
- Served as Colorado's Associate Provost for CTE (State Director of CTE)
- Colorado's Director of Agriculture Education and State FFA Advisor
- Worked for the National FFA Organization for 10 years
- Former President of Advance CTE (National Association for State Directors of CTE)

*Office of Career, Technical and Adult Education at the U.S. Department of Education

Commission on Innovation and Excellence in Education – CTE Recommendations

- Elect a pathway - Students must be designated College and Career Ready by the end of 10th grade
- Create a CTE Subcabinet chaired by a person from private industry to funding and regulations for CTE
- Appoint an Executive Director and other staff to support the CTE Subcabinet
- Appoint a Skill Standards Board – This is still being discussed
- Include at least two days of work each week for students enrolled in CTE – students will be earning credentials (45% goal)
- Expand work-based learning through apprenticeships
- Provide career development services earlier to students through American Job Centers
- Review the latest draft of the proposal - July 26th Meeting

More Jobs for Marylanders Act

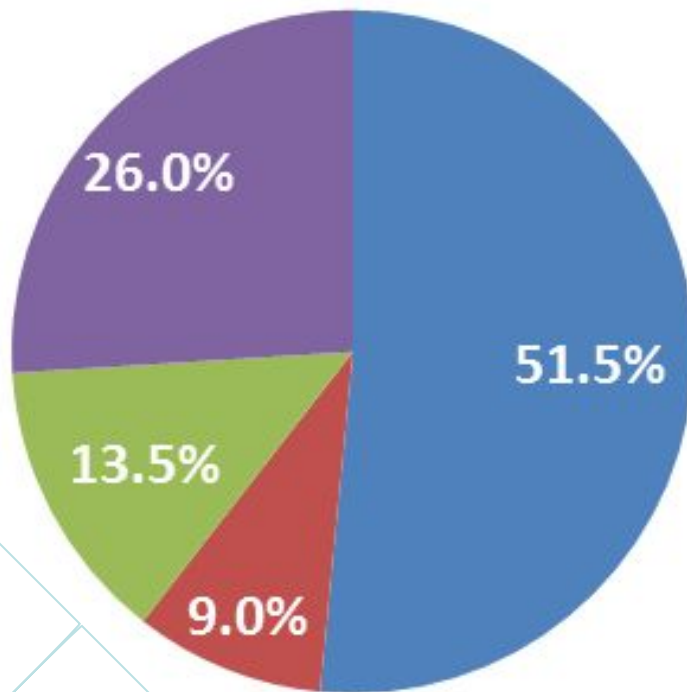
- By January 1, 2025, 45% of high school graduates, prior to graduation will:
 1. Complete a CTE Program,
 2. Earn industry-recognized occupational or skill credentials, or
 3. Complete a registered youth or other apprenticeship (1 year of related instruction and 450 hours of employer-supervised work-based learning

****Measures Included in Maryland's Every Student Succeeds Act (ESSA) Plan.***

CTE Graduates: 12,990

22.5% of Class of 2017 Completed a CTE Program

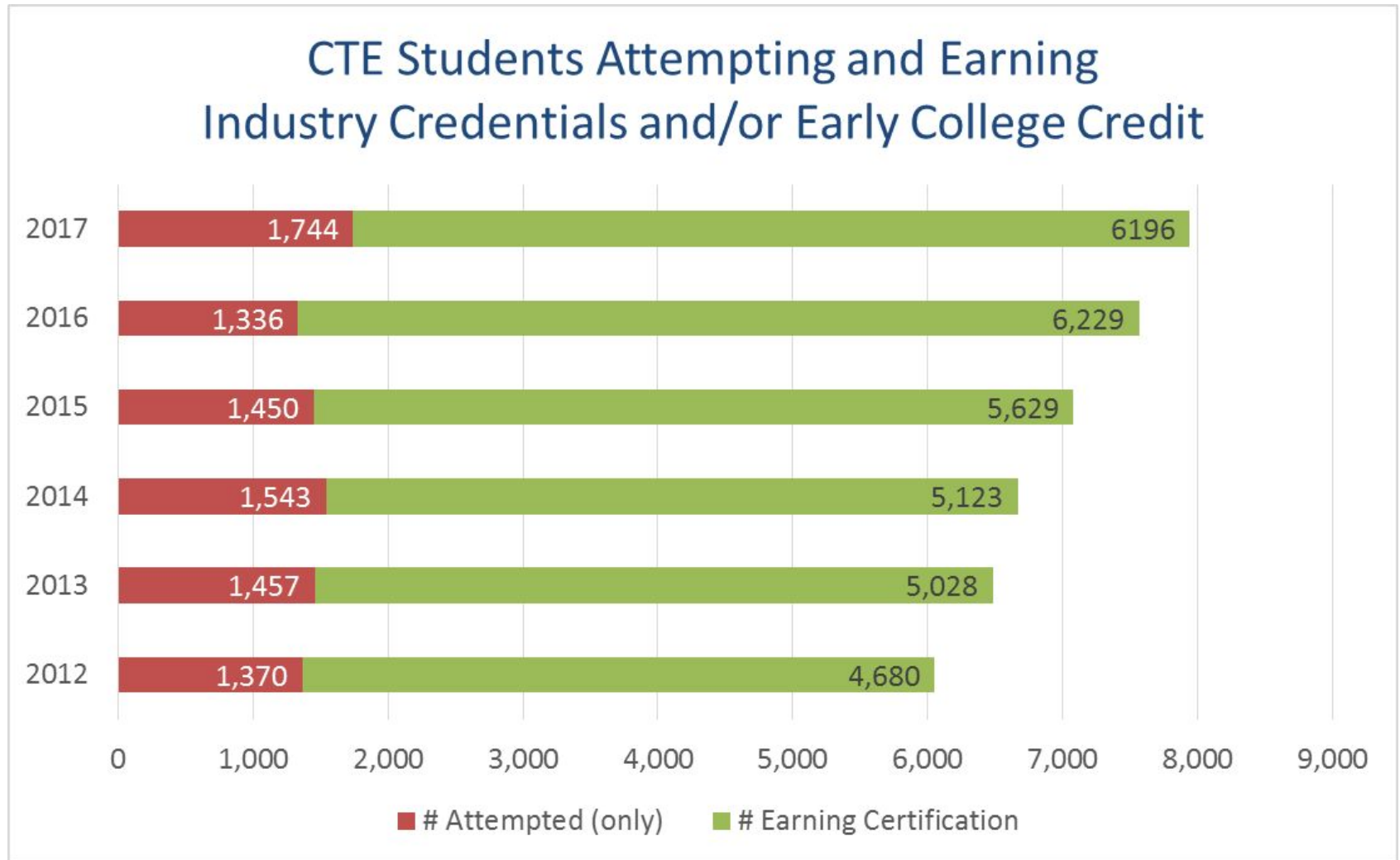
High School Class of 2017
Total Graduates = 57,812



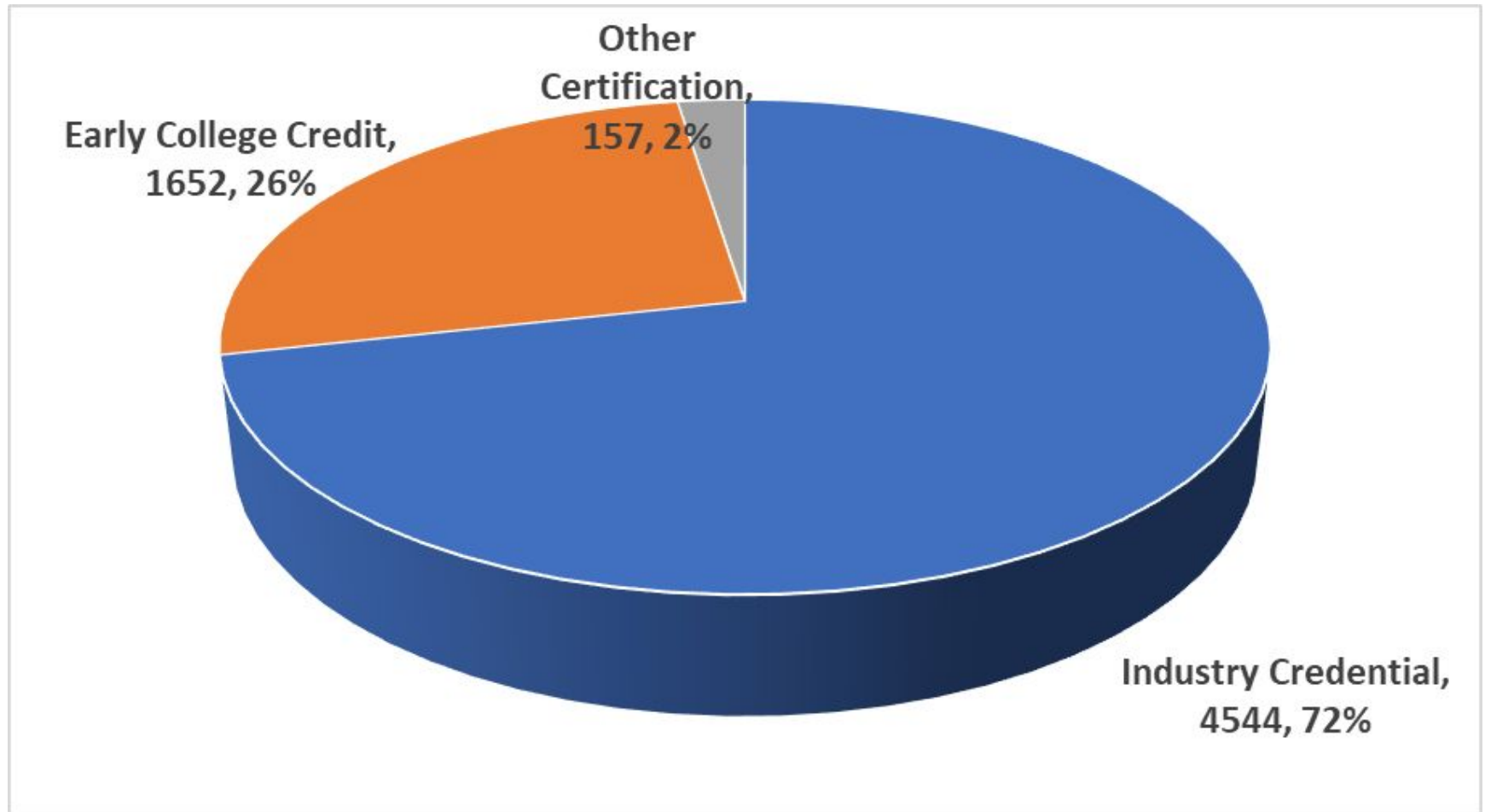
- USM Completers (only)
- CTE Completers (only)
- Dual Completers (CTE & USM)
- Other

22.5%

CTE Programs are Aligned to Technical Skill Assessments



2017 Technical Skill Attainment in Maryland By Type



Source: Maryland State Department of Education

P-20 System of Career Development



Every step along the pathway is crucial to making each student's future a success

Employment: Career Advancement

Continuing education and lifelong learning

Post-secondary: Career Preparation

Achieving credentials: college, certifications, apprenticeships, military

9–12: Career Preparation

Participating in academic and technical courses with guidance on graduation plans

8: Transition

Choosing a program of study and a career major (can change as a student matures)

6–8: Career Exploration

Discovering interest areas, identifying an educational path aligned with interests

K–5: Career Awareness

Learning about the world of careers and the ways in which people make a living

CTE Innovation Grants

*Please see the excerpt
from House Bill 1415
Chapter 361*

High School Graduation Task Force

- Technology Education and Computer Science
- Advanced Technology Education
- Differentiated Diplomas



Other Important Updates

- Professional Technical Education and Adjunct Faculty
- Computer Science Standards and Praxis
- New Videos and CTE Website
- Project Lead The Way Launch



Apprenticeship Maryland Pilot Program



What is the Goal? *The goal of Apprenticeship Maryland is to create compensated, high quality youth apprenticeships that prepare students to enter employment in high-skilled, high growth sectors in manufacturing and STEM occupations, such as healthcare, biotechnology, information technology, construction and design, and banking and finance.*

Partners:

- Department of Labor, Licensing and Regulation
- Maryland State Department of Education
- Department of Commerce
- Frederick County Public Schools
- Washington County Public Schools

WCPS | Washington County
Public Schools

EARN AND
LEARN WITH
Apprenticeship
Maryland

FCPS

Maryland's Economy – Growth Areas

- Advanced Manufacturing
- Aerospace and Defense
- Agribusiness
- BioHealth and Life Sciences
- Financial Services
- Cybersecurity and Information Technology
- Military and Federal



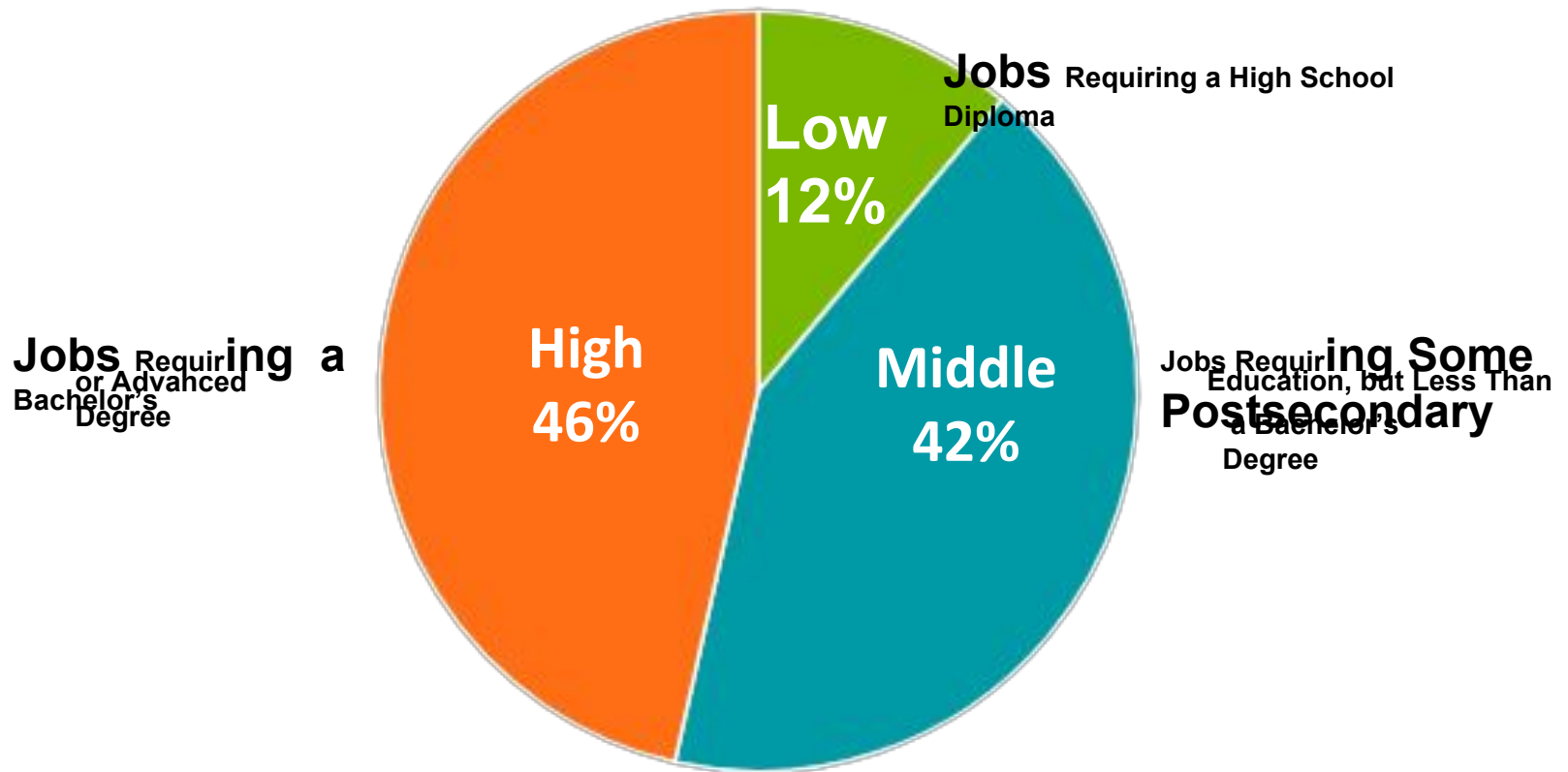
Low, Middle, & High Skill Occupations

- Low-skill occupations – require a high school diploma or less
- Middle-skill occupations – require some postsecondary education, but less than a four-year college degree
- Postsecondary education includes:
 - Apprenticeships and CTE Programs
 - Associate Degrees
- Vocational certificates, licenses, & industry credentials
 - Industry training or on-the-job training
 - “Some college” without having earned a degree
 - Middle-skill occupations include clerical, sales, construction, installation/repair, production, and transportation/material moving
- High-skill occupations – require a bachelor’s or advanced degree



Demand for Middle- and High-Skill Jobs Remains Strong

MD Jobs by Skill Level - 2014 to 2024



Source: National Skills Coalition, 2017

Apprenticeship Maryland

A New CTE Program

The overarching goals of Apprenticeship Maryland are to help students to:

- ✓ Earn a salary while learning valuable and marketable industry skills;
- ✓ Receive instruction at the worksite by skilled mentors;
- ✓ Learn and practice technical and employability skills under the guidance of a professional;
- ✓ Receive credit to meet high school graduation requirements;
- ✓ Receive a State Skill Certificate signed by the Secretary of the Department of Labor, Licensing and Regulation for meeting all program requirements; and
- ✓ Get a jumpstart into an existing adult apprenticeship or full time employment.



Apprenticeship Maryland (AMP)

- Eligible Employer
 - Has an apprentice position available for a high school student in an eligible career pathway; registers as a sponsor with DLLR
- Local School System Submits a CTE AMP proposal to MSDE for Approval
- Program Requirements
 - At least one year of classroom instruction
 - 450 hours of paid work-based training under the supervision of an eligible employer (at least minimum wage)
- Readiness Criteria – Important to Consider Prior to Offering the program

Definition of Registered Apprenticeships

- Voluntary, industry-driven programs sponsored by employers, employer associations, and jointly by management and labor
- Combines supervised, structured, on-the-job training and related technical instruction to teach apprentices the skills necessary to succeed in a specific occupation
- Students eligible to participate at the age of 16 but need a work permit if under 18

*Sources: Department of Labor, Licensing and Regulation, Division of Labor and Industry and
Division of State Documents Code of Maryland Regulation 09.12.43 Maryland Apprenticeship and Training*

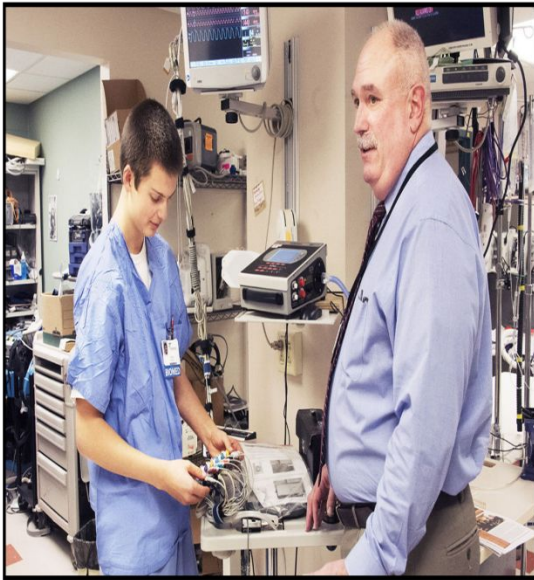
Apprenticeship Maryland



- Phoenix Mecano – Part of an International Manufacturing Corporation (Switzerland)
- Joshua Plunkett, Frederick County Public Schools – Senior Year
 - Attended school half of the day
 - Worked 4-5 hours per day
 - Multiple mentors & all aspects of production
- Joshua graduated & works full-time as a Machine Operator at Phoenix Mecano
- He looks forward to taking over as Production Manager in the future

Apprenticeship Maryland

- Frederick Memorial Hospital



- Justin Elliott, Frederick County Public Schools – Senior Year
 - Worked in the hospital's biomedical engineering department
 - Responsible for over 7,500 pieces of equipment
- Justin graduated in 2016 & continues to work full-time at Frederick Memorial Hospital

Apprenticeship Maryland



- Insul-Tech – insulates commercial and industrial ductwork
- Suzanne Harkins, Frederick County Public Schools
 - While in high school studied architecture
 - Apprenticed as an estimator
- Suzanne graduated in 2016 & continues to work full-time at Insul-Tech
- She has completed nearly 40 individual estimating jobs

Lessons Learned from the Pilot

The identified needs include:

- Developing a CTE Program of Study for Apprenticeship Maryland
- Creating readiness criteria to better prepare other local school systems
- Connecting DLLR's Navigators with local school system contacts
- Educating school counselors and parents about the benefits of apprenticeships



Websites for More Information



<https://www.dllr.state.md.us>

<http://www.mdcteprograms.org>

<http://www.marylandpublicschools.org>

<https://www.mdctedata.org/>

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