



# MSDE Updates to MCTA

Division of College and Career Pathways

July 2025

PRESENTED BY

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DCCP Team

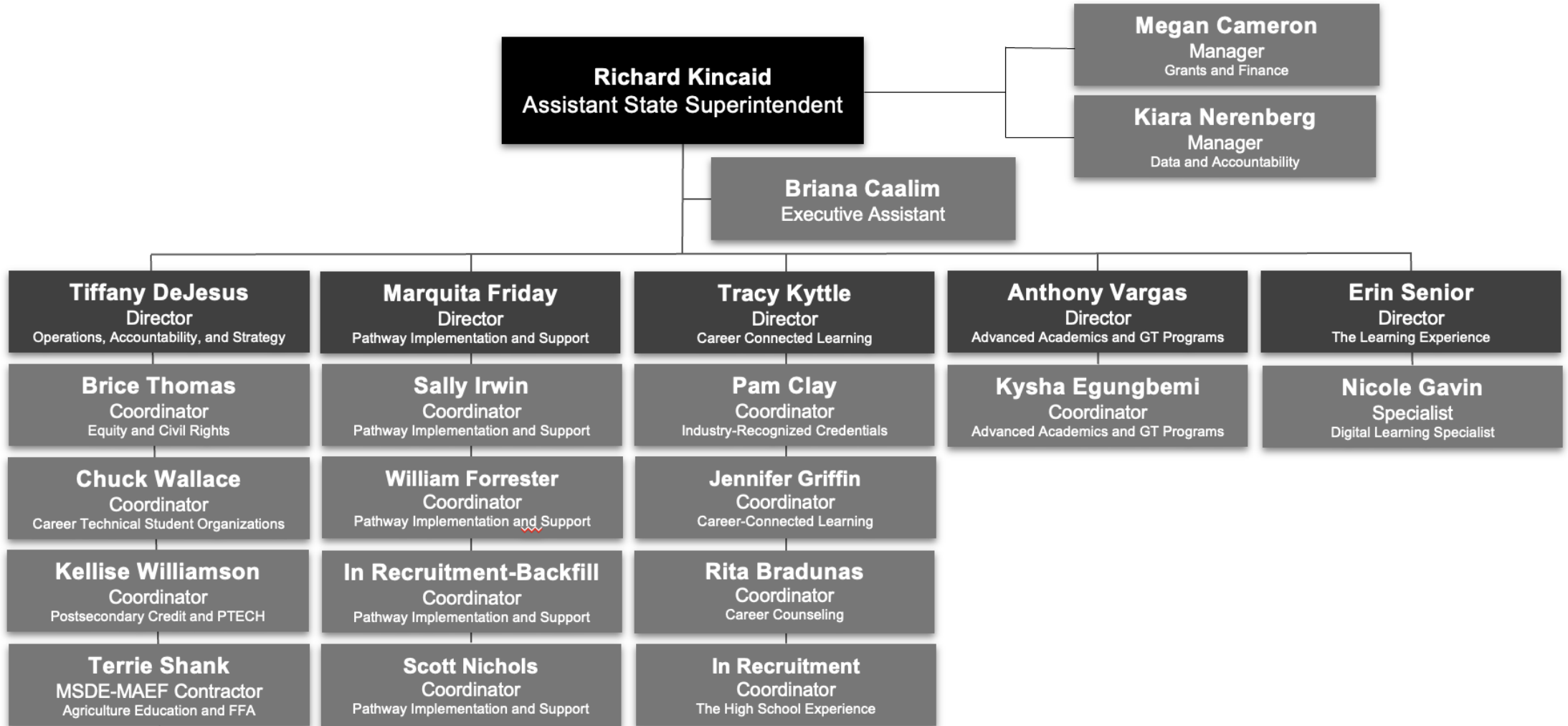


## Presentation Outline

1. Team Updates
2. Data Update
3. Perkins FY26 Update
4. PRWORA Update
5. Career-Connected Learning Update

# Team Updates

# Division of College and Career Pathways: Partners in the Work



# Data Update



## Presentation Outline

1. Introduction
2. CTE Data Deadlines
3. P-TECH Changes
4. CAR Reporting Timeline Updates
5. SDPL Changes: 5S1 & 5S3
6. Looking Ahead to the Future

# DCCP Data Manager Introduction

## My Role and Areas of Expertise

- Quantitative, qualitative, geographic, and mixed-methods data
- CTE reporting requirements for local, state, and federal levels
- Building sustainable systems for collecting and organizing data
- Research, study design, data analysis, and data visualization
- Using data to drive evidence-based policymaking

## Contact Info

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# Upcoming CTE Data Deadlines

| Data Collection                   | Window Opens | Submission Deadline | Notes                                      | Level         |
|-----------------------------------|--------------|---------------------|--|---------------|
| Single Parent File                | 7/14/25      | 9/5/25              |  | Secondary     |
| High School Data Collection       | 7/28/25      | 9/5/25              | Includes CTE outcomes data                 | Secondary     |
| Postsecondary CTE Data File       | 9/1/25       | 10/10/25            |  | Postsecondary |
| P-TECH Data Collection            | 9/1/25       | 10/14/25            | Enrollments, Outcomes, and Graduates files | Secondary     |
| P-TECH Fall Enrollment Validation | --           | 10/24/25            |  | Secondary     |
| CLNA and Local Application        | --           | 5/15/25             | Think about data sources used last year    | Both          |

# P-TECH Data Collection

- Introducing data validation into data submission spreadsheet to streamline reporting
- Validation requirements will be detailed in updated data collection manual
- Added requirement: Has the student has earned an Associate's Degree? (Y/N)
- Other substantive changes discussed during the spring meeting in May are not being introduced for SY24-25 reporting
- P-TECH reporting due in MSDE in early November

# CAR Data

Goal: Engage in proactive quality assurance with LEAs prior to finalizing SDPL performance for federal reporting.

- **September:** High School Data Collection (HSDC) due **Sept. 5, 2025**
- **October:** Use data collections to create data for CAR reporting
- **November:** Data QA sessions and TA Office Hours with DCCP Data Manager
- LEAs review and confirm SDPL data by **Nov. 28, 2025**
- **December:** CAR Reporting due within MSDE by end of December

# State Determined Performance Levels (SDPL)

## 5S1: Program Quality Indicator – Attained Recognized Postsecondary Credential

- 5S1 Target for SY24-25: **22.50%**
- New denominator for 5S1 = **all** CTE concentrators exiting secondary education
- Example: Sesame Street LEA has **100** exiting concentrators.
  - Among these concentrators, **40** attempted IRCs and **30** earned IRCs.
  - For SY23-24: 5S1 = 75% ( $30 \div 40$ )
  - For SY24-25: 5S1 = 30% ( $30 \div 100$ )
- *Note*: New IRC list went into effect July 1<sup>st</sup> for SY25-26 (**not** used for reporting SY24-25 data)

# State Determined Performance Levels (SDPL)

## 5S3: Program Quality Indicator - Work Based Learning

- 5S3 Target for SY24-25: **11.25%**
- Numerator: Number of CTE concentrators graduating in the reporting year who, while enrolled, participated in the high school level of a registered apprenticeship program.
- Denominator: Number of CTE concentrators who exited from secondary education.
- Calculation for SY24-25 based on High School Data Collection (HSDC)
  - HSDC wording revised to highlight registered apprenticeship
- Blueprint goal of 45%

# Looking Ahead

- **Heatmap Storyboards:** current format continuing for FY26
  - Collecting feedback on how to improve for future reporting cycles
- **Technical Assistance:** Quarterly TA sessions coordinated by Data and Finance managers
  - TA session the second week of September on allowability
- **Revamping Dashboards:** previous CTE data webpage will be replaced next year
  - Designing new data dashboards, will be seeking CTE Directors' requests or suggestions
- **Suggestions welcome!**
  - Send your data-related questions, comments, or suggestions to the DCCP Data Manager anytime at [Kiara.Nerenberg@maryland.gov](mailto:Kiara.Nerenberg@maryland.gov)

# Perkins Fiscal Update FY2026

# Carl D. Perkins Career and Technical Education Act (Perkins V)

The purpose of Perkins V is to **increase funding** for career and technical education for secondary and post-secondary institutions to **prepare students for the workforce.**

- First authorized by the federal government in 1984 and reauthorized in 1990 (Perkins II), 1998 (Perkins III), 2006 (Perkins IV), and **2018 (Perkins V)**
- Perkins V Continued Congress' commitment in providing nearly **\$1.4 billion annually** for career and technical education (CTE) programs
- **Perkins V** represents an opportunity to expand possibilities for **every student** to explore, choose, and follow **CTE programs of study** and career pathways to **earn credentials of value.**

## Nine Required Uses of Federal Perkins Funds

1. **Strengthen the academic and career and technical skills** of students participating in CTE programs by strengthening the academic and CTE components of such programs through the **integration of academics with CTE programs** using a coherent sequence of courses, such as CTE programs of study, to ensure learning in the core academic subjects and CTE subjects
2. **Link CTE at the secondary and postsecondary level**, including offering the relevant elements of not less than three CTE programs of study
3. Provide students with **strong experience in and understanding of all aspects of an industry**, which may include work-based learning experiences
4. Develop, improve, or expand the **use of technology** in CTE

## Nine Required Uses of Federal Perkins Funds

5. Provide **professional development programs** to teachers, faculty, administrators, and career guidance and academic counselors who are involved in integrated CTE programs
6. **Develop and implement evaluations of the CTE programs** carried out with funds, including an assessment of how the needs of special populations are being met
7. **Initiate, improve, expand, and modernize** quality CTE programs, including relevant technology.
8. Provide services and activities that are of **sufficient size, scope, and quality** to be effective.
9. Provide activities to **prepare special populations**, including single parents and displaced homemakers who are enrolled in CTE programs, for **high-skill, high-wage, or high-demand** occupations that will lead to self-sufficiency

# FY26 State Perkins Allocation - \$20,797,732.00

The Carl D. Perkins Grant is the financial engine that enables high quality, innovative career programming in Maryland.

## Local Funds – At Least 85% of Total State Allotment - \$17,678,072

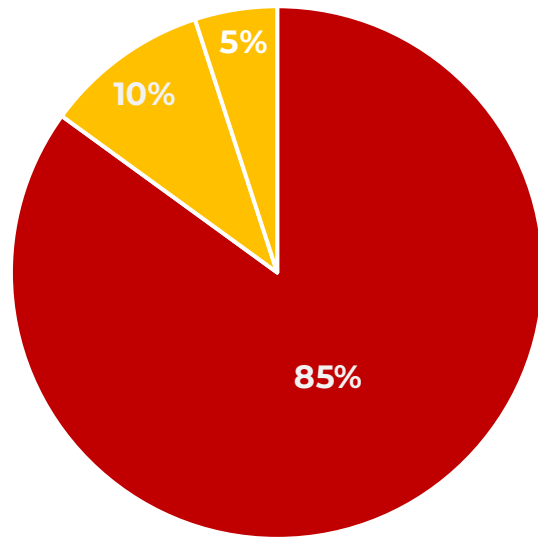
- Formula-based (65% Secondary / 35% Postsecondary).
- Reserve Funds – Up to 15% of the 85% may be distributed in an alternative manner to local applicants– Maryland reserves 5%.

## State Leadership – 10% of the Total State Allotment - \$2,079,773

- Includes \$60,000 to \$150,000 for services that prepare individuals for non-traditional fields (required)
- Up to 2% of allocation for serving individuals in state institutions (required)
- At least the lesser of 0.1% or \$50,000 for recruiting special populations to enroll in CTE (required).

## State Administration – 5% of the Total State Allotment - \$1,039,887

- Up to 5% or \$250,000 whichever is greater. These funds must be matched by state funds.



- Local Funds
- State Leadership

## Personal Responsibility and Work Opportunity Reconciliation Act of 1996 (PRWORA)

# What is PRWORA

- PRWORA = Personal Responsibility and Work Opportunity Reconciliation Act of 1996
- Limits access to certain “Federal public benefits” to:
  - U.S. citizens
  - U.S. nationals
  - Certain “qualified aliens”
- Enacted to prevent unauthorized immigrants from accessing federally funded services.

# What are Federal Benefits?

- Defined in **8 U.S.C. § 1611(c)** to include:
  - Grants, contracts, loans, licenses
  - Postsecondary education
  - “Other similar benefits” (e.g., adult education, workforce training)
- Benefits delivered via **payments or assistance** to individuals or households

## What programs are current effected?

- Title II of WIOA (Adult Education and Literacy)
- Perkins V – Postsecondary CTE
- Dual Enrollment/Early College Programs (if federally funded)
- Postsecondary scholarships and stipends from ED programs

## What programs ARE NOT affected?

K–12 instruction in public schools

Benefits considered part of a “**basic public education**”

Access to **shared equipment or services** used in secondary CTE classrooms

Non-cash, in-kind services exempted under 8 U.S.C. § 1611(b)

# What programs ARE NOT affected?

## What Triggers Immigration Verification

- Provision of direct, individualized educational benefit
- Tuition payments
- Enrollment in postsecondary courses
- Personalized supports (stipends, tutoring, materials)

## Not triggered by:

- Group instruction in public K–12 settings
- Incidental access to federally funded resources

# Career-Connected Learning

# Career-Connected Learning

- Preliminary **guidelines and course development standards** for Maryland's Career-Connected Learning system, specifically CCL 1 and CCL 2, are undergoing an iterative refinement.
- **The Industry-Recognized Credential (IRC) website is now live!**  
CTE Directors and local staff are highly encouraged to attend the IRC Kick-Off on **August 6, 2025**, to explore the new website and the robust set of supplementary resources available to support this year's application cycle.
  - IRC [Application Website](#)
  - List of [state-approved industry-recognized credentials](#), including accommodation resources
- More information is forthcoming on **six-year student planning, career coaching**, and tools to help effectively explain and implement the Core Flex model with staff. For questions, please email Rita Bradunas, Coordinator- Career Coaching ([rita.bradunas@maryland.gov](mailto:rita.bradunas@maryland.gov))