

# Career and Technical Education Update to MCTA

Office of College and Career Pathways

March 15, 2024

PRESENTED BY

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Richard W. Kincaid

# Working to Support YOU!

| Task  | Metric                           |
|---|----------------------------------|
| Technical Assistance Calls (phone and video)                        | 1,598 hours                      |
| Legislative Issues and Report Development related to CTE and P-TECH | 486 hours                        |
| Recruitment of CTSO Businesses, Industry, and Education Volunteers  | 375 hours                        |
| LEA, Community College, and Campus Visits                           | 94 (and every LEA at least once) |
| Funding under Management  | \$42,000,000.00+                 |
| P-TECH Site Visits  | 7 visits                         |
| Grant Writing and Grant Application Reviews                         | 371 hours                        |
| Miles on the Road   | 9,075                            |
| Professional Learning Delivered                                     | 112 hours                        |



## Presentation Outline

1. Setting Norms for Questions and Feedback
2. Announcements
3. State Determined Performance Levels (SDPLs)
4. Consolidated Annual Report (CAR)
5. Upcoming Guidance and Guidebooks

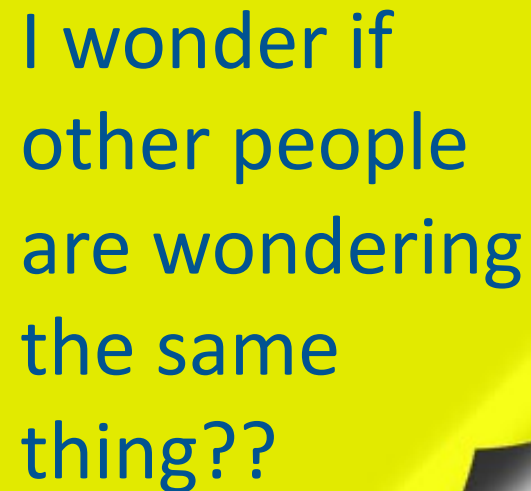


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## Setting Norms for Questions and Feedback

## Table-Top Supplies: Your Brain's Best Friend

We brought supplies for you to keep track of your questions and other feedback and have several norms to help this portion of the presentation go smoothly.



I wonder if  
other people  
are wondering  
the same  
thing??



I have so many  
questions!  
What if I forget  
them??

## I Have My Notes, Now What?

We want to lean into the collective expertise in the room. Before the OCCP Team launches into an answer, we want to give you space to shine. So, when you see this slide, you're ON!

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# Announcements

Setting Norms for Questions and Feedback

# SAVE THE DATE: Content Collaboratives

**Dates:** April 12 and May 17

**Time:** 8:30am – 12:30pm

**Where:** Turf Valley Resort (Ellicott City)

**Who:** LEA Chief Academic Officer and CTE Director

**Topic:** <Choose Your Adventure: Voting is OPEN!>



# Comprehensive Needs Assessment / Local Application

## CNLA

**Final Template:** March 15

**Heatmap Launch:** March 15

**Statewide Graduate Data:** March 29

**MSDE Website:** March 29

## Local Application

**Draft:** April 3

**Final Template:** April 22

**Due Date:** Rolling Reviews

**Final Approval Date:** No later than June 28

**NOGA Date:** Begin Issuing on July 1

# 2024 SkillsUSA State Championship

**The SkillsUSA Maryland State Championship provides an opportunity for Maryland Career and Technical Education (CTE) high school students from across the state to showcase leadership and technical skills in a wide variety of program-aligned competitions.**

Students work and prepare diligently to participate in this exciting conference with the goal of receiving top honors in their respective competitions.

**April 12:** BWI Airport Marriott (2:30pm - 6:30pm)

**April 13:** Carroll County CTC (8:00am – 2:00pm; Awards at Shipley Arena, 6:30pm – 8:30pm)

**We need judges!**



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## State Determined Performance Levels (SDPLs)

## Purpose

**The Carl D. Perkins Career and Technical Education Act (commonly referred to as the Perkins Act or Perkins V) aims to increase the quality of career and technical education (CTE) within the United States to help the economy. The purpose of the state-determined performance levels within the Perkins Act is multi-fold:**

- Ensure accountability
- Promote Continuous Improvement
- Enhance State and Local Flexibility
- Support Student Success
- Data-Driven Decision Making

Overall, the state-determined performance levels in the Perkins Act are integral to ensuring that career and technical education programs are aligned with state and local economic needs and are effectively preparing students for the challenges of the 21st-century workplace.

Governing Authority: Carl D. Perkins Act, SEC. 113 [20 U.S.C. 2323]

# Performance Level Definitions: Secondary Programs

**Participant:** An individual who earns not less than one credit in an MSDE-approved career and technical education (CTE) program of study (POS).

**NEW Concentrator:** An individual who has earned at least two credits in a single MSDE-approved CTE POS.

1S1: Four-Year Graduation Rate

2S1: Academic Proficiency in Reading / Language Arts

2S2: Academic Proficiency in Mathematics

2S3: Academic Proficiency in Science

3S1: Secondary Post-Program Placement

4S1: Non-Traditional Program Concentration

**NEW** 5S1: Program Quality Indicator: Attained Recognized Postsecondary Credential

**NEW** 5S3: Program Quality Indicator: Work-Based Learning

# Performance Level Definitions: Postsecondary Programs

**Participant:** A participant at the postsecondary level who completes not less than one credit in a CTE POS of an eligible recipient.

**Concentrators:** A CTE concentrator at the postsecondary level is an individual taking courses from eligible recipient who has earned at least 12 credits within a CTE POS; or completed such a program if the program encompasses fewer than 12 credits or the equivalent in total.

1P1: Postsecondary Placement

2P1: Earned Recognized Postsecondary Credential

3P1: Non-Traditional Program Concentration



# Current Baseline and Performance Levels: Secondary

| Indicator  | Baseline | 2020   | 2021   | 2022   | 2023   |
|--|----------|--------|--------|--------|--------|
| 1S1: Four-Year Graduation Rate                       | 87.76%   | 88.49% | 89.22% | 89.97% | 90.71% |
| 2S1: Academic Proficiency in Reading / Language Arts | 45.80%   | 48.00% | 50.20% | 52.30% | 54.50% |
| 2S2: Academic Proficiency in Mathematics             | 40.90%   | 43.20% | 45.60% | 48.00% | 50.30% |
| 2S3: Academic Proficiency in Science                 | -        | -      | -      | -      | -      |
| 3S1: Post-Secondary Placement                        | 75.60%   | 75.90% | 76.20% | 76.50% | 76.80% |
| 4S1: Non-traditional Program Concentration           | 28.10%   | 28.30% | 28.51% | 28.72% | 28.92% |
| 5S1: Program Quality—Attained Recognized Credential  | 77.50%   | 77.80% | 78.11% | 78.41% | 78.71% |
| 5S4: Program Quality: Other (TSA Attainment)         | 77.50%   | 77.80% | 78.11% | 78.41% | 78.71% |

# Current Baseline and Performance Levels: Postsecondary

| Indicator  | Baseline | 2020   | 2021   | 2022   | 2023   |
|--|----------|--------|--------|--------|--------|
| 1P1: Post-Secondary Retention and Placement      | 70.80%   | 70.98% | 71.15% | 71.33% | 71.51% |
| 2P1: Earned Recognized Post-Secondary Credential | 44.10%   | 44.20% | 44.30% | 44.40% | 44.50% |
| 3P1: Non-Traditional Program Enrollment          | 21.41%   | 24.53% | 24.65% | 24.85% | 24.97% |

# Proposed Baseline and Performance Levels: Secondary

| Indicator   | Baseline | 2020   | 2021   | 2022   | 2023   |
|---|----------|--------|--------|--------|--------|
| 1S1: Four-Year Graduation Rate  | 96.4%    | 96.68% | 96.95% | 97.23% | 97.50% |
| 2S1: Academic Proficiency in Reading / Language Arts  | 42.0%    | 45.58% | 49.15% | 52.72% | 56.30% |
| 2S2: Academic Proficiency in Mathematics  | 46.5%    | 48.87% | 51.24% | 53.61% | 55.98% |
| 2S3: Academic Proficiency in Science  | 17.5%    | 19.38% | 21.25% | 23.13% | 25.00% |
| 3S1: Post-Secondary Placement   | 81.4%    | 81.70% | 82.0%  | 82.30% | 82.60% |
| 4S1: Non-traditional Program Concentration  | 25.9%    | 26.11% | 26.32% | 26.53% | 26.74% |
|  5S1: Program Quality—Attained Recognized Credential | 0.0%     | 11.25% | 22.50% | 33.75% | 45.00% |
|  5S3: Program Quality: Work-Based Learning          | 0.0%     | 5.63%  | 11.25% | 16.88% | 22.50% |

# Proposed Baseline and Performance Levels: Postsecondary

| Indicator  | Baseline | 2020   | 2021   | 2022   | 2023   |
|--|----------|--------|--------|--------|--------|
| 1P1: Post-Secondary Retention and Placement      | 77.0%    | 77.18% | 77.36% | 77.54% | 77.72% |
| 2P1: Earned Recognized Post-Secondary Credential | 41.4%    | 41.50% | 41.60% | 41.70% | 41.8%0 |
| 3P1: Non-Traditional Program Enrollment          | 24.6%    | 24.75% | 24.90% | 25.05% | 25.20% |

# Process Notes for Determining Adequate Annual Progress

1. Per United States Department of Education requirements, the new Baseline is set by averaging the actual statewide performance percentages from the prior two years.
2. To forecast the State Determined Performance Levels (SDPLs) for the state of Maryland for the program years 2024, 2025, 2026, and 2027, we calculated the annual growth rate based on the provided historical data and applied it to the future years.
3. The 5S1 indicator is being redefined to include earned industry-recognized credentials in a related CTE program of study. Using 45% as the goal for 2027, proposed performance levels were backwards mapped into 2024, 2025, and 2026.
4. The 5S3 indicator is new for the state of Maryland. Using the Blueprint's goal of 45% of all graduates completing the high school level of apprenticeship by 2031 and starting with a baseline of 0.00%, the proposed performance levels for each year were calculated and distributed over the 8-year period, with 22.5% being the goal for the midpoint.

## Public Comment and Feedback

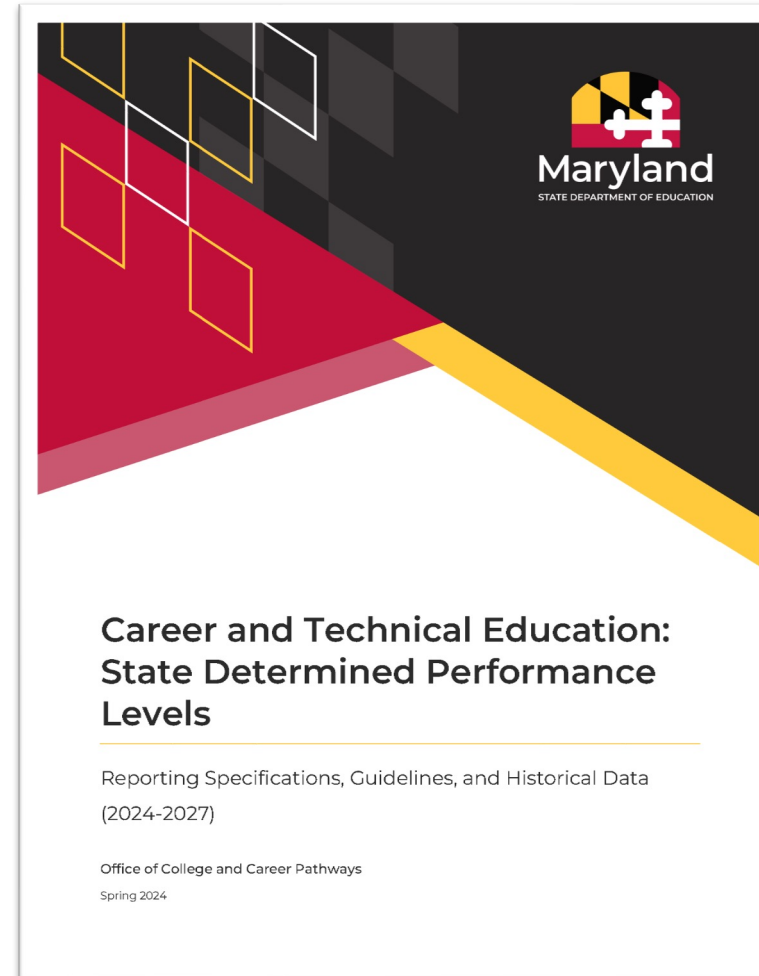
The public comment period on the Maryland State Determined Performance Levels for Career and Technical Education opened on March 8, 2024, and will close May 7, 2024.

All persons desiring to comment on the proposed State Determined Performance Levels should submit comments in writing **no later than May 7, 2024**, via email to [occp.msde@maryland.gov](mailto:occp.msde@maryland.gov).

***NOTE: This information will be sent via the weekly State Superintendent Transmittal on March 20, 2024.***

# Where Can I Get More Information?

In Spring 2024, the Office of College and Career Pathways developed a Reporting Specifications, Guidelines, and Historical Data guidebook, available by scanning this QR code:



CTE State Determined Performance Levels (2024-2027) Spring 2024

**APPENDIX A: Secondary CTE Participation**

| Population  | 2020    | 2021    | 2022    | 2023    |
|---|---------|---------|---------|---------|
| <b>GRAND TOTAL</b>  | 122,519 | 126,351 | 122,011 | 122,011 |
| <b>GENDER</b>   |         |         |         |         |
| Male  | 65,038  | 65,327  | 71,302  | 71,302  |
| Female  | 57,481  | 61,024  | 50,709  | 50,709  |
| <b>RACE/ETHNICITY (2021 Revised Standards)</b>                  |         |         |         |         |
| American Indian   | 276     | 331     | 340     | 340     |
| Asian   | 9,021   | 8,285   | 8,361   | 8,361   |
| Black or AF (non-American)                                      | 42,573  | 44,945  | 45,875  | 45,875  |
| Hispanic/Latino   | 16,539  | 20,059  | 24,378  | 24,378  |
| Native Hawaiian or Other Pacific Islander                       | 773     | 795     | 223     | 223     |
| White   | 46,777  | 46,500  | 47,203  | 47,203  |
| Two or More Races   | 5,220   | 5,997   | 5,682   | 5,682   |
| <b>SPECIAL POPULATIONS (Section 2021 of Perkins V and ESSA)</b> |         |         |         |         |
| Individuals with Disabilities                                   | 12,946  | 14,081  | 14,478  | 14,478  |
| Individuals From Economically Disadvantaged Families            | 42,907  | 52,275  | 62,614  | 62,614  |
| Individuals Preparing for Nontraditional Fields                 | 20,772  | 22,222  | 22,142  | 22,142  |
| Single Parents  | -       | 1135    | 1135    | 1135    |
| Out of Workforce Individuals                                    | -       | -       | -       | -       |
| English Learners  | 5,428   | 6,359   | 7,000   | 7,000   |
| Homeless Individuals  | 1,529   | 2,020   | 2,214   | 2,214   |
| Youth in Foster Care  | 374     | 372     | 372     | 372     |
| Youth with Parents in Active Military                           | 1,781   | 1,644   | 2,175   | 2,175   |
| Migrant Students  | -       | 1135    | 1135    | 1135    |

CTE State Determined Performance Levels (2024-2027) Spring 2024

**APPENDIX B: Secondary CTE Concentration**

| Population  | 2020   | 2021   | 2022   | 2023   |
|---|--------|--------|--------|--------|
| <b>GRAND TOTAL</b>  | 30,797 | 33,000 | 35,618 | 35,618 |
| <b>GENDER</b>   |        |        |        |        |
| Male  | 17,219 | 18,558 | 22,251 | 22,251 |
| Female  | 13,578 | 14,442 | 13,367 | 13,367 |
| <b>RACE/ETHNICITY (2021 Revised Standards)</b>                  |        |        |        |        |
| American Indian   | 57     | 66     | 102    | 102    |
| Asian   | 2,525  | 2,020  | 2,264  | 2,264  |
| Black or AF (non-American)                                      | 9,563  | 10,272 | 12,041 | 12,041 |
| Hispanic/Latino   | 4,224  | 4,292  | 5,072  | 5,072  |
| Native Hawaiian or Other Pacific Islander                       | 36     | 36     | 60     | 60     |
| White   | 12,021 | 14,622 | 14,622 | 14,622 |
| Two or More Races   | 1,333  | 1,460  | 1,790  | 1,790  |
| <b>SPECIAL POPULATIONS (Section 2021 of Perkins V and ESSA)</b> |        |        |        |        |
| Individuals with Disabilities                                   | 2,935  | 3,192  | 3,733  | 3,733  |
| Individuals From Economically Disadvantaged Families            | 9,725  | 11,001 | 13,110 | 13,110 |
| Individuals Preparing for Nontraditional Fields                 | 5,283  | 5,328  | 6,053  | 6,053  |
| Single Parents  | -      | 1135   | 1135   | 1135   |
| Out of Workforce Individuals                                    | -      | -      | -      | -      |
| English Learners  | 885    | 8,617  | 1,133  | 1,133  |
| Homeless Individuals  | 321    | 411    | 514    | 514    |
| Youth in Foster Care  | 109    | 51     | 51     | 51     |
| Youth with Parents in Active Military                           | 529    | 241    | 424    | 424    |
| Migrant Students  | -      | 1135   | 1135   | 1135   |

Also available at: [https://marylandpublicschools.org/programs/Pages/CTE/PerkinsV/Perkins-V\\_General.aspx](https://marylandpublicschools.org/programs/Pages/CTE/PerkinsV/Perkins-V_General.aspx)

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## Consolidated Annual Report (CAR)

## Overview of the CAR

**The Consolidated Annual Report (CAR) for Career and Technical Education is an annual document submitted to the federal government by MSDE. It's required by the Carl D. Perkins Career and Technical Education Act to evaluate CTE programs' performance, including State Determined Performance Level achievement and financial management.**

The CAR includes data on student demographics, enrollment, completions, and achievement of specific academic and technical performance indicators, such as graduation and job placement rates. Its purpose is to ensure CTE program accountability, assess their effectiveness, and guide policy and funding decisions.

# Vocabulary Check

**Carry-Over or Carry-Forward**

**Formula Funding vs. Reserve Funding**

**Grant Performance Period**

**Liquidation Period**

**Maintenance of Effort**

**Obligation Period**

**State Administration**

**State Leadership**

**Tidings Amendment**

# Current Perkins Allocation (July 1, 2023 – June 30, 2024)

| Budget Item  | Percent of Funds | Amount of Funds        |
|--|------------------|------------------------|
| <b>Total Perkins V Allocation</b>                  |                  | <b>\$20,583,367.00</b> |
| <b>State Administration</b>                        | 5%               | <b>\$1,029,168.35</b>  |
| <b>State Leadership</b>                            | 10%              | <b>\$2,058,336.70</b>  |
| <b>Local Formula Distribution</b>                  | 85%              | <b>\$17,495,861.95</b> |
| Reserve  | 5%               | \$874,793.10           |
| Allocation to Eligible Recipients                  |                  | \$16,621,068.85        |
| Secondary  | 65%              | \$10,803,694.75        |
| Postsecondary                                      | 35%              | \$5,817,374.10         |
| <b>State Match</b> <i>(from non-federal funds)</i> |                  | <b>\$1,029,168.35</b>  |

# Interim Financial Status Report (July 1, 2022 – June 30, 2023)

| Budget Item                                 | Allocation             | Balance               |
|---|------------------------|-----------------------|
| <b>Total Perkins V Allocation</b>           | <b>\$19,645,329.00</b> | <b>\$6,057,253.95</b> |
| <b>State Administration</b>                 | <b>\$976,592.72</b>    | <b>\$337,241.90</b>   |
| <b>State Leadership</b>                     | <b>\$1,953,185.44</b>  | <b>\$1,545,994.62</b> |
| <b>Local Formula Distribution</b>           | <b>\$16,715,551.47</b> | <b>\$4,174,017.43</b> |
| Reserve                                     | \$830,103.31           | \$431,977.12          |
| Allocation to Eligible Recipients           |                        |                       |
| Secondary                                   | \$10,308,519.86        | \$2,096,290.50        |
| Postsecondary                               | \$5,576,928.30         | \$1,645,749.82        |
| <b>State Match (from non-federal funds)</b> | <b>\$976,592.72</b>    | <b>\$976,592.72</b>   |

# Final Financial Status Report (July 1, 2021 – June 30, 2022)

| Budget Item                                 | Allocation             | Balance       |
|---|------------------------|---------------|
| <b>Total Perkins V Allocation</b>           | <b>\$18,962,621.00</b> | <b>\$0.00</b> |
| <b>State Administration</b>                 | <b>\$948,131.00</b>    | <b>\$0.00</b> |
| <b>State Leadership</b>                     | <b>\$1,896,262.00</b>  | <b>\$0.00</b> |
| <b>Local Formula Distribution</b>           | <b>\$16,715,551.47</b> | <b>\$0.00</b> |
| Reserve                                     | \$805,911.00           | \$0.00        |
| Allocation to Eligible Recipients           |                        |               |
| Secondary                                   | \$9,953,006.00         | \$0.00        |
| Postsecondary                               | \$5,359,311.00         | \$0.00        |
| <b>State Match (from non-federal funds)</b> | <b>\$948,131.00</b>    | <b>\$0.00</b> |

# Actual Enrollment Data

## Secondary

| Enrollment Counts | 2022    | 2021    | 2020    |
|-------------------|---------|---------|---------|
| CTE Participation | 133,071 | 126,504 | 122,519 |
| CTE Concentrators | 39,648  | 33,830  | 30,797  |

## Postsecondary

| Enrollment Counts | 2022   | 2021   | 2020   |
|-------------------|--------|--------|--------|
| CTE Participation | 43,806 | 45,507 | 48,588 |
| CTE Concentrators | 25,225 | 26,739 | 28,992 |

# Actual Performance Data: Secondary

| Enrollment Counts                                    | 2022                   | 2021                   | 2020                   |
|--|------------------------|------------------------|------------------------|
| 1S1: Four-Year Graduation Rate                       | <b>96.01%</b> (89.97%) | <b>96.66%</b> (89.22%) | <b>94.23%</b> (88.49%) |
| 2S1: Academic Proficiency in Reading / Language Arts | <b>56.26%</b> (52.30%) | <b>27.55%</b> (50.20%) | -                      |
| 2S2: Academic Proficiency in Mathematics             | <b>47.36%</b> (48.00%) | <b>45.50%</b> (45.60%) | -                      |
| 2S3: Academic Proficiency in Science                 | <b>20.77%</b> (0.00%)  | <b>14.07%</b> (0.00%)  | -                      |
| 3S1: Post-Secondary Placement                        | <b>81.79%</b> (76.50%) | <b>80.89%</b> (76.20%) | <b>81.21%</b> (75.90%) |
| 4S1: Non-traditional Program Concentration           | <b>26.71%</b> (28.72%) | <b>23.13%</b> (28.51%) | <b>25.68%</b> (28.30%) |
| 5S1: Program Quality—Attained Recognized Credential  | <b>80.92%</b> (78.41%) | <b>48.80%</b> (78.11%) | <b>71.40%</b> (77.80%) |
| 5S4: Program Quality: Other (TSA Attainment)         | <b>81.13%</b> (78.74%) | <b>55.69%</b> (78.11%) | <b>72.44%</b> (77.80%) |

*Actual Performance Target is in Bold typeface. SDPL is in parenthesis.*

# Actual Performance Data: Postsecondary

| Enrollment Counts                                | 2022                   | 2021                   | 2020                   |
|--|------------------------|------------------------|------------------------|
| 1P1: Post-Secondary Retention and Placement      | <b>76.46%</b> (71.33%) | <b>77.40%</b> (71.15%) | <b>68.33%</b> (70.98%) |
| 2P1: Earned Recognized Post-Secondary Credential | <b>41.53%</b> (44.40%) | <b>41.27%</b> (44.30%) | <b>35.30%</b> (44.20%) |
| 3P1: Non-Traditional Program Enrollment          | <b>24.82%</b> (24.85%) | <b>24.33%</b> (24.65%) | <b>24.13%</b> (24.53%) |

*Actual Performance Target is in Bold typeface. SDPL is in parenthesis.*

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# Upcoming Guidance and Guidebooks

## Resources on the Horizon

**REDESIGNED** Comprehensive Local Needs Assessment and Local Application for Perkins Funding

**REDESIGNED** Program Effectiveness Report (replaces the Final Narrative Report)

Guidebook: High Quality Programs of Study

Guidebook: CTE Financial Accountability

Guidebook: CTE Data Reporting

Guidebook: Industry Recognized Credentials

Toolkit: The Methods of Administration Audit

Toolkit: Equity, Access, and Inclusion

Toolkit: Labor Market Information (LMI) for Maryland's CTE Programs of Study

The Maryland Works Apprenticeship Series: Research, Best Practices, and Resources