



CTE Committee Meeting

November 20, 2025

Meeting Goals



1. **Review and refine** Maryland's inter-agency approach to designing and mapping high-quality **career pathways**.
2. Discuss key findings on **career counseling best practices**, address member questions, and take action on the Report through a Committee **vote**.
3. **Reflect on 2025 progress and preview our 2026** pivot to coordinated cross-agency implementation.


*Aligning systems
and elevating
best practices for
high-impact
Blueprint
implementation*

Motion to Approve



✓ November 20, 2025 Agenda


✓ July 9, 2025 Meeting Minutes



**Governor's Workforce Development Board
Career & Technical Education Committee**
Public Meeting
Baltimore City Community College
2901 Liberty Heights Ave, Baltimore, MD 21215, USA
November 20, 2025
2:00-4:00 pm
Public livestream: [Zoom Registration Link](#)

AGENDA

I. WELCOME + PURPOSE	Myra Norton, Chair, CTE Committee
II. ROLL CALL, CONSENT AGENDA + COMMITTEE UPDATES <ul style="list-style-type: none">Motions to approve today's agenda and July 9, 2025, Meeting MinutesUpdates from staff regarding Annual Report submission + review timeline	Myra Norton, Chair, CTE Committee Rachael Stephens Parker, Executive Director, GWDB
III. MSDE, MHEC, CTE COMMITTEE INTERAGENCY PLAN <ul style="list-style-type: none">Overview of Interagency Pathway Development and Implementation Plan developed by partnership of teams across MSDE, MHEC, CTE Committee staff.	Shamara Bowmes, Senior Director, GWDB CTE Committee Richard Kincaid, Assistant Superintendent, Office of College and Career Pathways, MSDE MHEC Representative
IV. CAREER COUNSELING BEST PRACTICES DISCUSSION <ul style="list-style-type: none">Overview + discussion of Report on best practices emerging in Maryland.Presentation by JFF on plans for additional research + reportingVote on approval of the Report.	Shamara P. Bowmes, Senior Director, GWDB CTE Committee Shana Payne, Director, Jobs for the Future (JFF)
V. ADJOURN Motion to Adjourn	Myra Norton, Chair, CTE Committee Rachael Stephens Parker, Executive Director, GWDB



CTE Committee Meeting
Meeting Minutes
July 9, 2025
9:00 a.m. - 10:30 a.m.
Virtual on Zoom

PRESENT
N, Chair
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Young-Callahan
Dr. Donald Boyd
Secretary Wu
Harry Coker

ABSENT
Thomas
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MHEC
Grant (CityWorks DC)
and (MSDE)
Sheridan (MHEC)
ard (Commerce)

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Bowmes
Wanison-Palmer
Ravabi
Noqua (GWDB Legal Counsel)

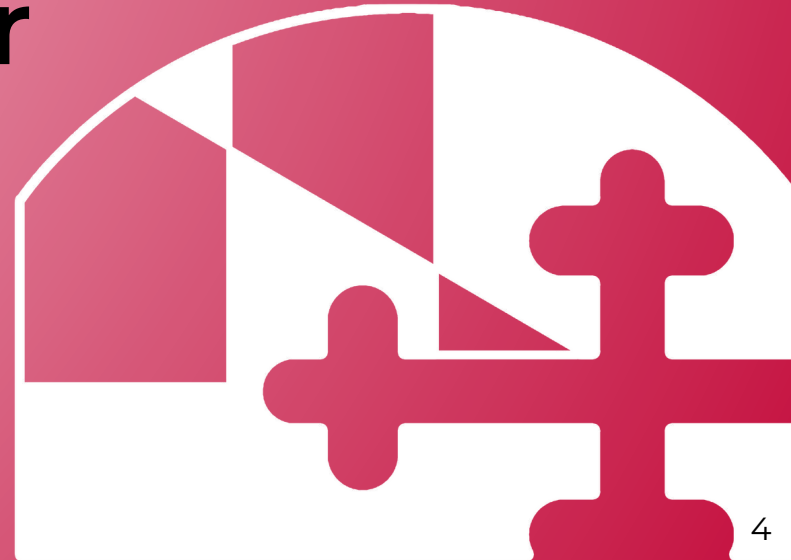
Committee Public Meeting convened virtually on Zoom. Chair Myra Norton
Meeting to order at 9:03 a.m.

WELCOME & ROLL CALL

1



Interagency Development and Mapping of Career Pathways





Interagency Plan: Background

- This joint plan recognizes that preparing students for post-high school success requires aligning systems that have historically operated separately. **By leveraging the unique strengths of MSDE, MHEC, and GWDB, Maryland can create a pathways ecosystem supporting learners from middle school through high school and into family-sustaining careers.**
- The development of this Interagency Plan is a requirement resulting from feedback provided by the Accountability and Implementation Board (AIB) on the Implementation Plans submitted by MSDE, MHEC, and the GWDB CTE Committee, respectively:
 - *Develop, on or before December 1, 2025, an inter-agency plan with MHEC and MSDE for creating and implementing career pathways, including a timeline for implementation.*



Career Pathways: Vision, Goals, & Expected Outcomes

Career Pathways Vision

MSDE, MHEC, and the GWDB CTE Committee will collaborate to create coherent, high-quality pathways that connect post-College and Career Readiness pathways (post-CCR pathways), including Career and Technical Education, Advanced Academics, Dual Enrollment, and Comprehensive Arts, to in-demand careers via postsecondary credentials (including apprenticeship opportunities).

Strategic Goals

1. **Strengthen and scale pathways:** *Align CTE programs, dual enrollment, advanced academics, and apprenticeship opportunities with high-demand careers.*
2. **Create coherent statewide pathways system:** *Use cross-agency partnerships and shared frameworks to design, monitor, and improve pathways.*
3. **Advance equity and student supports:** *Expand career coaching, culturally responsive practices, and resources for underserved students.*

Expected Outcomes

- Increased student participation in dual enrollment and CTE programs.
- Higher postsecondary enrollment and completion rates.
- Greater alignment of work-based learning and employer needs.
- Improved employment outcomes in high-demand industries.
- Reduced equity gaps in access and success.



Interagency Plan: Agency Roles

GWDB - Industry
Partnerships
Committee & CTE
Committee

Identify priority industries, engage employers in pathway design and alignment, validate credentials, and align pathways with economic needs.

MSDE

Lead secondary CTE program development, dual enrollment, and early college integration.

MHEC

Ensure high school programs are recognized by colleges; promote credit transfer and faculty collaboration.

Interagency Plan: Implementation Timeline



Year/Phase	Major Activities
Phase 1: Framework Development 2026	<ul style="list-style-type: none"> • Adopt statewide high-wage/high-skill/in-demand jobs framework (GWDB) and Maryland Career Pathways Framework. • Identify priority pathways using the high-wage/high-skill/in-demand jobs list (GWDB) and begin statewide career pathways mapping. • Establish cross-agency data-sharing agreements. • Finalize standards for 152 CTE courses across 48 programs of study. • Finalize statewide Career-Connected Learning system. • Define statewide high-wage/high-skill/in-demand occupations (Workforce Pell-aligned). • Vendor-led development of career pathway maps for top occupations in priority industries.
Phase 2: Piloting & Capacity Building 2027	<ul style="list-style-type: none"> • Select 4–6 pilot regions. • Develop and test secondary–postsecondary–workforce pathway maps. • Expand dual enrollment within pilot regions. • Support curriculum and faculty alignment.
Phase 3: Implementation, Scaling, & Evaluation 2028	<ul style="list-style-type: none"> • Launch pilot pathways. • Provide career-coaching professional learning and peer-network supports. • Strengthen employer engagement. • Align applications across Perkins, <i>Blueprint</i>, Workforce Pell, and WIOA funding. • Evaluate pilots, refine criteria, and scale statewide. • Embed pathway development into state accountability and budget systems.

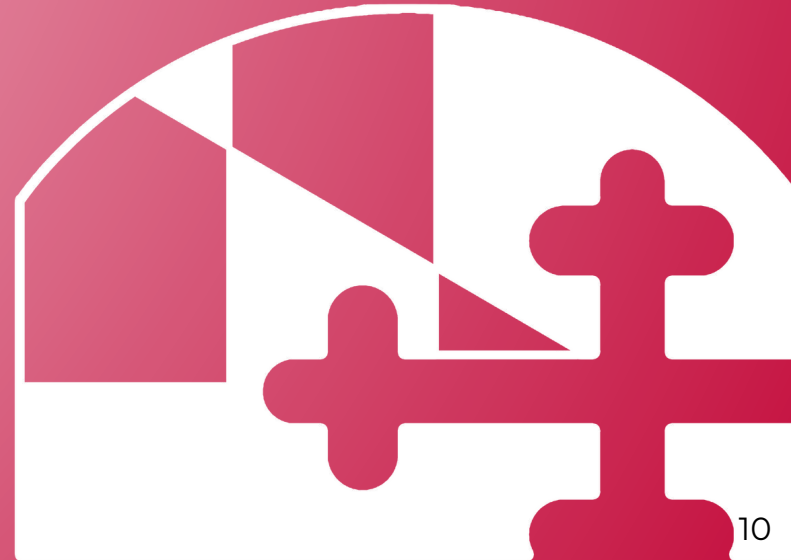


Interagency Plan: Discussion

1. *What parts of this vision and expected outputs and outcomes resonate with you?*
2. *What do you think will create the greatest value for students, educators, coaches and employers - and where might implementation barriers emerge that we should monitor?*
3. *From your vantage point, what are the make-or-break conditions for successful implementation, to make this work meaningful?*
4. *Where does the Committee believe its oversight and governance role is most essential in this implementation timeline?*



Career Counseling Best Practices



Maryland's Blueprint for the Future Career Counseling

Presented by:

Shamara P. Bownes, Governor's Workforce Development Board

Shana Payne, Director, Jobs for the Future

November 20, 2025



Our Partnership

Who should I go to for...



Leads development, consolidation, and Board review of guidance/FAQs for the field

Coordinates design of student & coach feedback surveys; endorses instruments and analyzes results

Uses grant with CityWorks to deliver technical assistance to counties and share best-practice resources

Develops model frameworks and authors the statewide Best Practices Report (due 12/1/25)



Drafts and updates the standardized MOU/DSA template in collaboration with partners

Hosts the “Career Counseling Front Door” website and central resource hub; partners link back to it

Leads statewide professional learning, tools, TA, and peer-learning convenings with MWA

Maintains and curates the online repository of guidance, tools, data, and best-practice artifacts



Provides ongoing support and technical assistance to Local Workforce Development Boards (LWDBs)

Co-leads tools, technical assistance, and professional-learning activities (e.g., Raising the Bar sessions) with MSDE

Administers statewide surveys to students and coaches in partnership with MSDE

Partners on regional convenings and communities of practice to share emerging best practices



Convenes state partners to ensure coordination and alignment

Approves local partner MOUs and budgets to ensure compliance with Blueprint

Collects and analyzes annual and fiscal reports on career counseling implementation

Coordinates program evaluation (due 1/1/27)

CTE Committee

- Consulting with Jobs for the Future (JFF) on
 - Facilitating focus groups and distributing surveys to career counseling stakeholders
 - Best Practices for Career Counseling Report
 - Developing a Career Counseling Framework
 - Supporting MSDE and MWA in developing statewide Technical Assistance



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MOUs Summary Analysis





Maryland's Career Counseling Model

Blueprint legislation defines **individualized career counseling** as a key impact driver for student readiness for postsecondary pathways.

Maryland uses a **tri-agency shared governance model** including workforce boards, education and community colleges to design and implement the career counseling model for all students grades 6-12.

Maryland's North Star: *All students will identify a post-CCR pathway by end of 10th grade*

Methodology

Data Sources

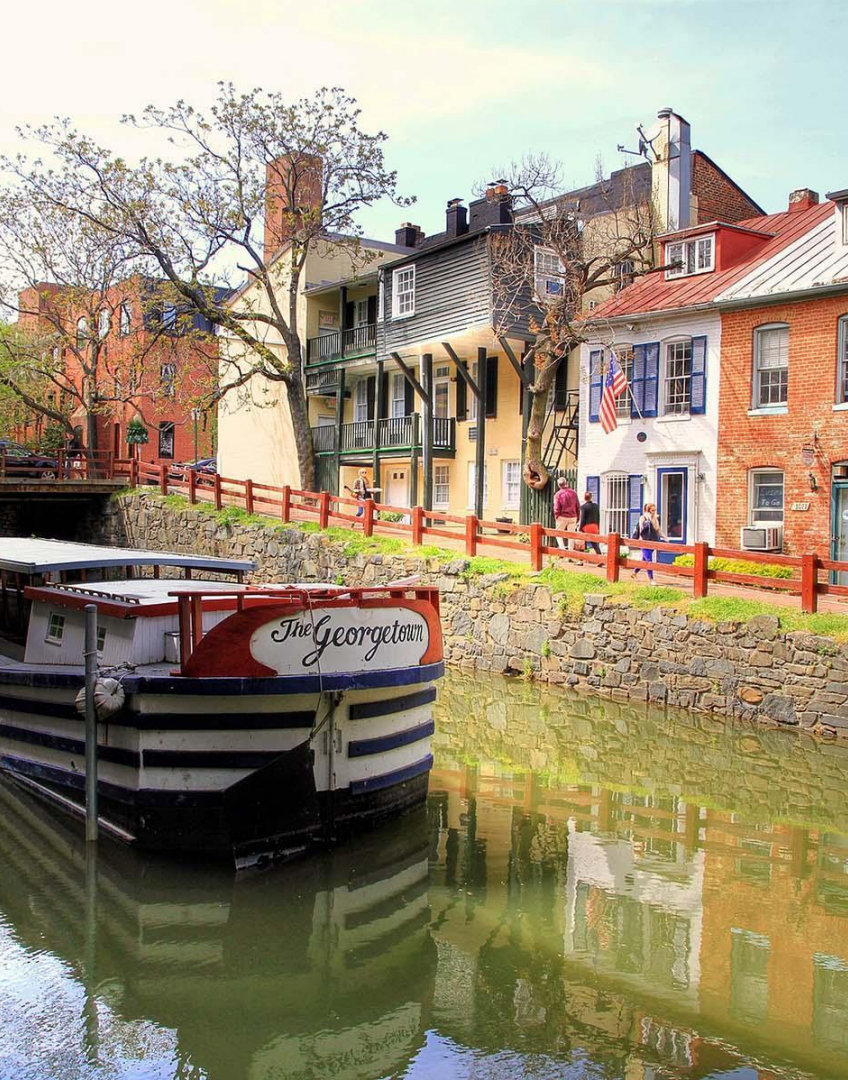
Analysis is based on MOUs, annual reports, and 2025 spring check-in notes provided by Maryland state agencies.

Desk-Based Research

Review of data sources, with the assistance of AI tools, to create a summary analysis of the current state of implementation across the state. The summary is limited to the written data sources and does not include any direct feedback from local sources.

Terminology

The report uses the term “career counselor” to align with legislation. It is intended to be inclusive of the numerous variations used throughout the state.



Analysis Overview

Implementation:

Analysis reviews how partners define their shared priorities, roles and responsibilities, and management of resources.

Impact:

Analysis reviews how partners are monitoring progress and creating a continuous cycle of improvement.

Outcome Data:

The sources analyzed do not include long-term student outcomes due to early stages of implementation.





Key Findings

JFF created a summary analysis of collaboration at the local level based on the identified data sources. **Three overarching themes:**

Strong foundations with local innovation

Maryland's tri-agency model provides flexibility for jurisdictions to tailor services to local needs and resources.

Gaps in consistency and alignment

High variation across governance, staffing, training, and delivery models can limit program reach and impact.

Opportunities to strengthen systems

Standardizing quality expectations, building shared data systems, and professionalizing the career counseling role can help ensure long-term sustainability and equitable outcomes for all students, while preserving flexibility for local adaptation.



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Implementation Analysis



Implementation

Evaluates the scope of career counseling programs (e.g. funding, hires, description of partners organizations)

This section includes:

- Governance and partnerships
- Staffing models
- Fiscal management
- Training and qualifications
- Delivery models and student engagement



Governance and Partnerships

Current Practice

17 LEA-staffed models have the career counselors hired by the LEA and fully embedded as school staff.

5 LWDB-staffed models have the career counselors hired by the workforce board and serving as contractors engaging with schools.

2 Hybrid staffing models have career counselors that are hired by both the LEAs and workforce boards with some being school district employees and others as contractors.

Opportunities

Clarity in decision-making processes, define roles between agencies

Guidance to strengthen accountability between partners

Shared progress monitoring between partners

Staffing and Training

Current Practice

Variations in career counselor-to-student ratios

Variations in hiring expectations for career counselors from AA to Master's in School Counseling

Some jurisdictions leverage existing partnerships including Peer Forward, AVID, Junior Achievement and others

Retention is a challenge in several jurisdictions

Opportunities

Guidance and support for ongoing professional development

Minimum role expectations for career counselors

Leveraging use of existing resources and braiding funds to support implementation

Support to increase recruitment and retention especially for career counselor role

Fiscal Management

Current State

LEAs receive a restricted per pupil allocation for all enrolled prek-12th grade students each year.

Funds are distributed to workforce boards and community colleges based on their roles as defined in the MOUs.

Variations in disbursement process based on MOUs

Wide variation in career counselor-to-school ratio and career counselor-to-student ratios.

Opportunities

Guidance to support lesser-resourced jurisdictions in use of partnerships, local funding to increase equity in student engagement and impact

Resources to support administrative requirements including data collection for districts unable to hire dedicated staff

Guidance for navigating larger student to school counselor ratios to meet expectations for individualization

Delivery Models and Student Engagement

Current State

Career counselors utilize both a push-in model to deliver presentations and career assessments in classes, while also using a tiered support model to provide individualized counseling to students

Capacity challenges impact depth and breadth of tiered support models

Engagement activities span from self-assessments (such as RIASEC), career fairs and industry tours to job shadowing and mock interviews.

Opportunities

Define minimum expectations for student experience and key milestones

Guidance for adapting delivery models to meet minimum student expectations

Summary



Diverse Staffing Models: Career counselors are employed through LEA, LWDB, or hybrid models, impacting integration and service delivery.

Training and Retention Challenges: Professional development varies widely; retention is a concern, especially in jurisdictions with limited resources

Funding Flexibility with Disparities: Jurisdictions manage disbursement independently, but less-resourced areas face resource gaps affecting salaries, tech access and counselor ratios.

Flexible Delivery Models: Push-in and tiered support approaches are used, but capacity constraints limit individualized counseling efforts.

Student Engagement Activities: Career readiness efforts include assessments, fairs, tours, and mock interviews to support exploration and planning.



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Impact Analysis



Impact

Evaluates the effectiveness of a given career coaching program (e.g. student supports, student selection of post-CCR pathway)

This section includes:

- Data systems and accountability
- Student engagement and impact
- Industry partnerships



2025 Annual Reports: Student Outcome Reporting

Metric	# of Jurisdictions Reporting in Spring 2025
% of students who completed career readiness assessment	17 counties reported for both MS and HS
Student self-reported confidence levels in career readiness	18 counties reported for MS
# of students participating in counseling sessions	11 counties reported for MS and HS
# of students completing a 6-year plan	8 counties reported for MS and HS
# of students who participated in career exploration activities	16 counties reported for MS and HS
# of students who identify post-CCR pathway preferences	12 counties reported for HS
% of students applying to postsecondary education, career training, or RA	12 counties reported for HS

Note: Some jurisdictions were able to report outcomes for one grade band but not both

Systems and Accountability

Current State

Several platforms in use with different reporting and interoperability capabilities (ex. Naviance, Xello, Pathful, SchoolLinks)

Career counselors use platforms to capture data for reporting metrics and tailor programs to students' strengths and interests.

Data sharing and navigating privacy concerns is a challenge in most jurisdictions

Opportunities

Provide sample data sharing agreements and/or clear guidance for data sharing best practices across state agencies

Create data dictionaries to create a shared language and understanding of terminology and desired outcomes

Clear guidance on data privacy

Student Engagement and Impact

Current State

MOUs define student engagement with a clear focus on career awareness and exploration activities

Transitions between career awareness, exploration and preparation (hands on experiences) not clearly defined

Schools are navigating challenges related to scheduling, larger student populations and limited tracking systems to monitor student engagement

Opportunities

Provide guidance to define connection between career counseling and work-based learning

Align data and outcomes between academic, advising and work-based learning initiatives supporting CCR pathways

Identify promising practices to showcase innovative ways to address common barriers

Industry Partnerships

Current State

Depth and breadth of employer and industry engagement varies across jurisdictions

Connection between career awareness and career experience activities is not always clear in implementation

Opportunities

Guidance in navigating communication and coordination across LEAs, LWDBs and community colleges to align outreach efforts to employers

Professional development in building effective employer relationships

Innovative practices to address geographic and access challenges to employers



Summary

Student Outcome Reporting: Jurisdictions vary in ability to report metrics such as career readiness assessments, counseling opportunities, and postsecondary planning.

Data Sharing Challenges: Multiple platforms are used (e.g., Naviance, Xello, Pathful, SchoolLinks), but data sharing across agencies is inconsistent and hindered by privacy concerns.

Engagement Tracking Limitations: Schools face challenges in monitoring student engagement due to scheduling constraints and limited tracking systems.

Industry Partnership Variability: Opportunities for employer engagement differ widely across jurisdictions, with gaps in connecting career awareness to real-world experiences.

Need for Coordinated Outreach: LEAs, LWDBs, and colleges require clearer guidance and professional development to align employer outreach efforts.



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Recommendations





JFF Recommendations



Strengthen governance and guidance: Clarify roles and responsibilities across agencies and provide consistent state support.

Advance equity: Standardize qualifications, address resource allocation challenges, and offer ongoing professional development for career counselors.

Improve accountability: Implement statewide data systems, progress monitoring tools, and clear benchmarks to track outcomes and drive improvement.

Upcoming Reports

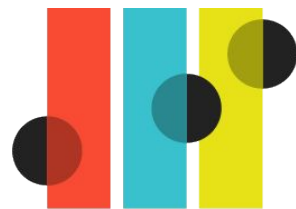
JFF will share two additional reports related to career counseling in early 2026:

Best Practices Report: Leverages 69 focus group interviews across almost every Maryland jurisdiction to expand the landscape analysis to support state and local leaders implementing the career counseling initiative

Maryland Career Counseling Framework: Provides a structured guide for state and local action, focusing on moving from coordination to collaboration to full integration across partners.

Questions

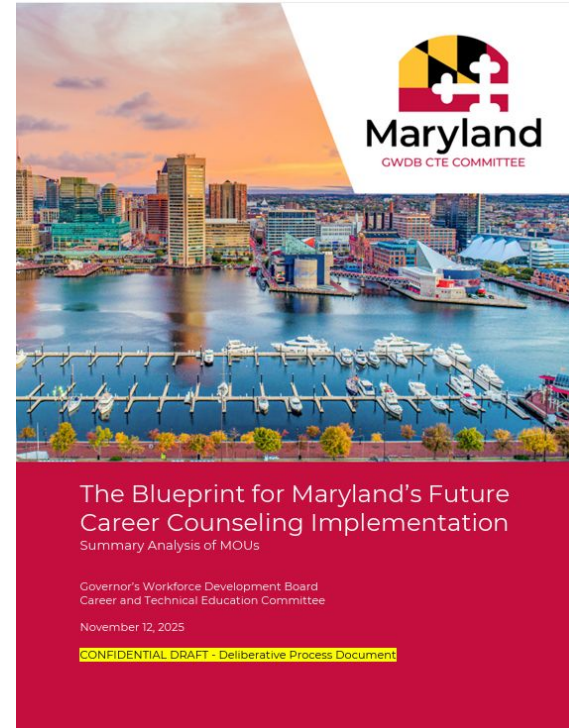




JFF

Motion to Approve

- ✓ Career Counseling Best Practices Report



CTE Committee 2025 Progress to Date



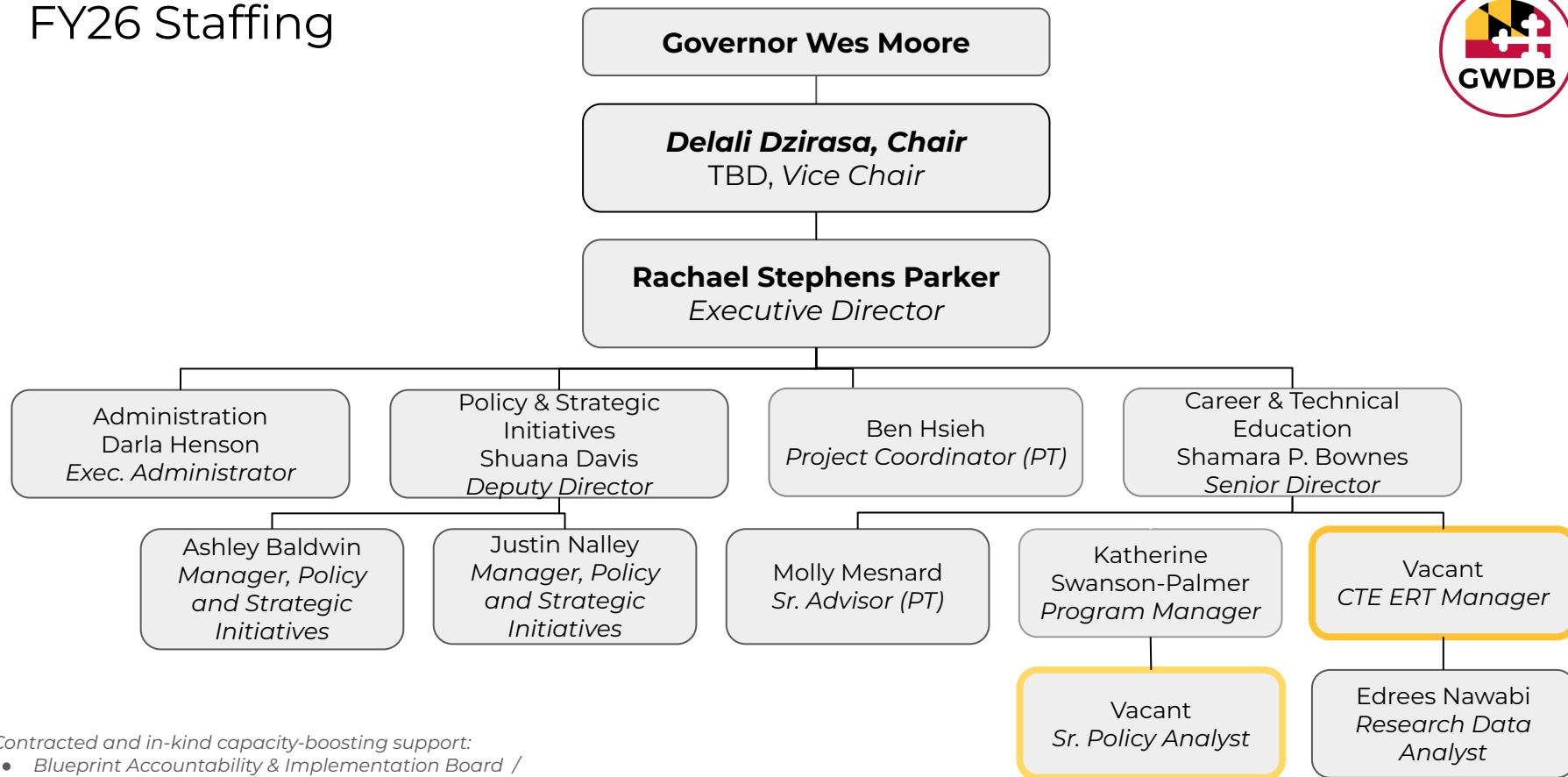
Item	Timeline	Requirement Source	Status
Finalize Maryland's CTE Framework	Jan.' 25	Md. Ed Code §21-209(h)(1)	✓
Submit revised FY24-27 Implementation Plan	June 2025	AIB	✓
Design and issue Perkins Reserve Grant Opportunity	April-June '25	Md. Ed Code §21-202(d)(3)	✓
Select and award Perkins Reserve Grants to LEAs to address barriers to participation in apprenticeships	July-August '25	Md. Ed Code §21-202(d)(3)	✓
Finalize and submit CTE ERT Deployment Plan for 2025-2026 SY	7/1/25	Md. Ed Code §5-412(6)(i)	✓

CTE Committee 2025 Progress to Date



Item	Timeline	Requirement Source	Status
Conduct 4 CTE ERT visits	Oct-Dec. '25	Md. Ed Code §5-412; ERT Plan	✓
Launch project to map and publish high-demand career pathways and required credentials with agency partners	Fall '25-thru 2026; Joint Plan due to AIB 12/1/25	Md. Ed. Code §21-209 & §21-210; AIB	✓
Submit 2025 Annual Report to AIB, MGA, and Governor's Office, inclusive of: <ul style="list-style-type: none"> Recommendations related to CTE agency budgets Recommendations on statutory, regulatory, budgetary, and structural changes needed to address the challenges of the evolving CTE system Report on progress toward the 45% goal 	12/1/25 (Updated Submission Date: 2/1/2026)	Md. Ed. Code §21-209(k)(1)(2)(i-ii); §21-204	✓
Submit Career Coaching Best Practices Report (with support from JFF)	12/1/25 (Part I) 2/1/26 (Part II)	Md. Ed. Code §7-127	✓
New IRC Applications review and approval for 2026-2027 SY	Oct. '25-Jan '26	Md. Ed. Code §21-209; IRC Policy	✓

FY26 Staffing



Contracted and in-kind capacity-boosting support:

- Blueprint Accountability & Implementation Board / CityWorks DC
- Blue Meridian Partners / Jobs for the Future
- Studies, Asset Mapping vendors TBD

CTE Committee Next Steps & Upcoming Work



November-December 2025

- Joint Vision Statement
- Special virtual December Committee meeting

2026

- Development of clear, concise implementation plan to mobilize on the Joint Vision Statement and CTE Framework
 - Set clear annual targets to match Joint Vision Statement
- Lead cross-agency coordination and accountability in effort to follow Implementation Plan and meet annual targets

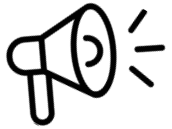
CTE Committee 2025 Progress to Date + Upcoming Work: Discussion



1. *Which accomplishments feel most significant or high-impact to you, and why?*
2. *Where do you see opportunities for deeper collaboration – either across agencies or with local partners?*
3. *How can the committee best support or amplify this work moving forward?*



Next Steps



Share feedback regarding any particular topics you would like to see covered in Part II of the Career Counseling report via email to GWDB.CTE@maryland.gov.



Help us choose our 2026 meeting locations! Reach out to katherine.swansonpalmer@maryland.gov with meeting location suggestions.



Save the Dates:

12/3/25 - Special Virtual CTE Committee Meeting

12/10/25 - GWDB Quarterly Board Meeting

1/22/26 - CTE Committee Meeting

More information to follow via calendar invite and email.