

Notice of Public Comment

State Determined Performance Levels (SDPLs) for Career and Technical Education

As required by *The Strengthening Career and Technical Education for the 21st Century Act*, which amended the Carl D. Perkins Career and Technical Education Act of 2006, the Maryland State Department of Education (MSDE), acting on behalf of the Maryland State Board of Education, must submit a State Education Plan to the US Department of Education which outlines the state's Career and Technical Education strategy.

As a part of this plan and as part of the administration of Perkins V, MSDE must develop levels of performance on required core indicators for secondary and postsecondary programs receiving Carl D. Perkins funds, in coordination with a diverse group of stakeholders. Further, these performance levels must be presented to our stakeholders for a 60-day public comment period that provides stakeholders with the opportunity to provide written comments to MSDE regarding how the levels of performance meet the requirements of the law; support the improvement of performance of all CTE concentrators, including subgroups of students and special populations; and support the needs of the local education and business community.

Required Secondary Core Indicators of Performance include:

1. Indicator 1S1: Four-Year Graduation Rate. The percentage of CTE Concentrators who graduate high school, as measured by:
 - a. the four-year adjusted cohort graduation rate; and
 - b. Graduates are defined in section 8101 of the Elementary and Secondary Education Act of 1965.
2. Indicator 2S1: Academic Proficiency in Reading/Language Arts; 2S2: Academic Proficiency in Mathematics; 2S3: Academic Proficiency in Science. CTE concentrator proficiency in the challenging State academic standards adopted by the State under section 1111(b)(1) of the Elementary and Secondary Education Act of 1965, as measured by the academic assessments described in section 1111(b)(2) of such Act.
3. Indicator 3S1: Post-Secondary Placement. The percentage of CTE concentrators who, in the second quarter after exiting from secondary education, are in postsecondary education or advanced training, military service or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)) or are employed.

4. Indicator 4S1: Non-traditional Program Enrollment. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.¹
5. Indicator 5S3: Program Quality--Participated in Work-Based Learning. The percentage of CTE concentrators graduating from high school having participated in work-based learning.

Required Postsecondary Core Indicators of Performance include:

1. 1P1: Post-Secondary Retention and Placement. The percentage of CTE concentrators who, during the second quarter after program completion, remain enrolled in postsecondary education, are in advanced training, military service, or a service program that receives assistance under title I of the National and Community Service Act of 1990 (42 U.S.C. 12511 et seq.), are volunteers as described in section 5(a) of the Peace Corps Act (22 U.S.C. 2504(a)), or are placed or retained in employment.
2. 2P1: Earned Recognized Post-Secondary Credential. The percentage of CTE concentrators who receive a recognized postsecondary credential during participation in or within 1 year of program completion.²
3. 3P1: Non-Traditional Program Enrollment. The percentage of CTE concentrators in career and technical education programs and programs of study that lead to non-traditional fields.

Public Comment Period 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 not later than May 7, 2024 via email to: occp.msde@maryland.gov.

¹ Under the Strengthening Career and Technical Education for the 21st Century Act, non-traditional fields are occupations or fields of work for which individuals from one gender comprise less than 25 percent of the workforce.

² A recognized postsecondary credential is defined as a credential consisting of an industry-recognized certificate or certification, a certificate of completion of an apprenticeship, a license recognized by the State or Federal Government, or an associate or baccalaureate degree.