


TO: Members of the State Board of Education

FROM: Carey M. Wright, Ed.D., State Superintendent of Schools 

DATE: May 15, 2025

SUBJECT: Career and Technical Education Program Redesign and Course Standard Development

Executive Summary

The purpose of this item is to request that the State Board of Education review and adopt the revised Career and Technical Education (CTE) Course Standards and Program Redesign. As part of Maryland's broader economic and educational vision, the Maryland State Department of Education (MSDE), through its Division of College and Career Pathways, has undertaken a comprehensive effort to align CTE programming with evolving workforce demands, high-value credentials, and rigorous academic expectations. This redesign process incorporates stakeholder input, labor market alignment, and classroom rigor to ensure Maryland students are prepared for success in high-skill, high-wage, and in-demand careers.

Background and Process

Maryland's CTE program redesign reflects a shift from a legacy four-course sequence to a more flexible "Core + Flex" structure grounded in national best practices. The new structure includes 14 career clusters, 48 programs of study, and 152 courses. Central to the redesign is the development of course-level standards that map learning sequences, integrate career readiness skills, and maintain a strong equity lens. The standards development process has unfolded in several deliberate phases:

- **Industry Review:** Nearing completion, this phase ensured that course content aligns with real-world hiring needs.
- **Educator Review:** Just beginning, this step engages classroom professionals to translate skills into rigorous instruction.
- **Public Comment:** Scheduled to begin in late May 2025, this phase will provide transparency and incorporate broad community feedback.

Action Required

The MSDE is requesting that the State Board of Education review and adopt the revised CTE Course Standards and Program Redesign.

Attachment

PowerPoint Presentation titled *Forge the Future: Maryland's Reimagined CTE Course Standards*

DIVISION OF COLLEGE AND CAREER PATHWAYS

Forge the Future: Maryland's Reimagined CTE Course Standards

May 2025

Presented By | Richard W. Kincaid, Assistant State Superintendent
Marquita Friday, Director of School Support

A photograph of a smiling female teacher with curly blonde hair, wearing a green shirt, giving a high-five to a young student with curly dark hair wearing a yellow and black striped shirt. They are in a classroom with other students and desks visible in the background.

Presentation Outline

1. Redesigning the Structures: Creating a next-generation CTE program.
2. Developing Course Level Standards: Ensuring alignment between the labor market and the classroom.
3. Program of Study Guides: A representative viewing of course level standards.
4. Next Steps: Reviewing to Refine and Adopting to Advance.

Redesigning the Structures



Building Pathways to Success: Elements of a CTE Program

Characteristics of high-quality programs that equip students for in-demand careers with rigorous academics, valuable credentials, and real-world experiences:

- Rigorous **academic** and **technical content**
- Leads to careers in **high-skill, high-wage**, or **in-demand** jobs
- Aligns with **credentials of value**
- Incorporates **work-based learning**
- Provides access to **postsecondary credit**

By the Numbers: Maryland's New CTE Programming

The programmatic structure of Career and Technical Education is organized into three categories, taking a broad-to-narrow approach.

14 Career Clusters

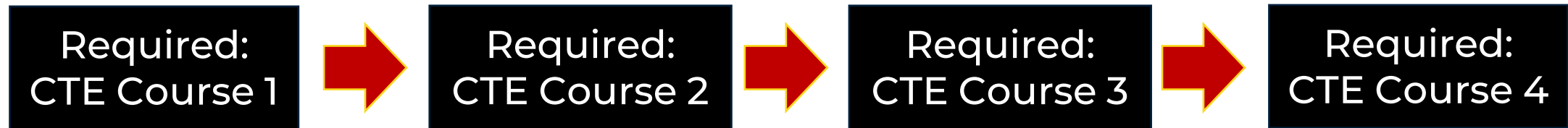
48 Programs of Study

152 Courses

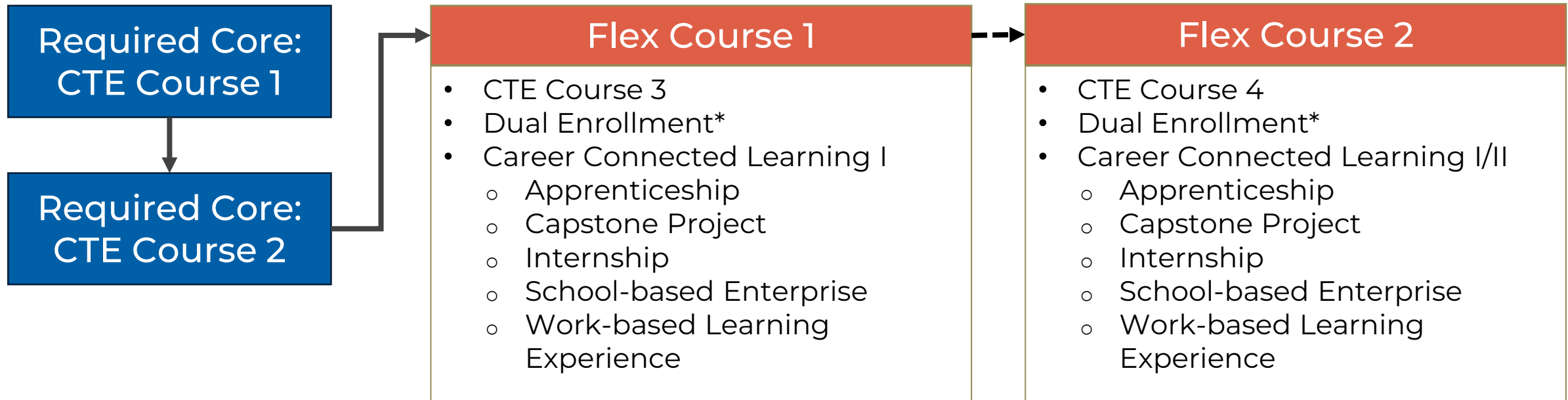


Our Current System: A Four Course Sequence

Students must complete all four courses to complete a sequence.



Our Reimagined System: Core + Flex



**Dual Enrollment and Career Connected Learning Options Must Align to the CTE Core.*

Developing the Course-Level Standards



CTE Standards Redesign Process and Priorities



Assess



Align

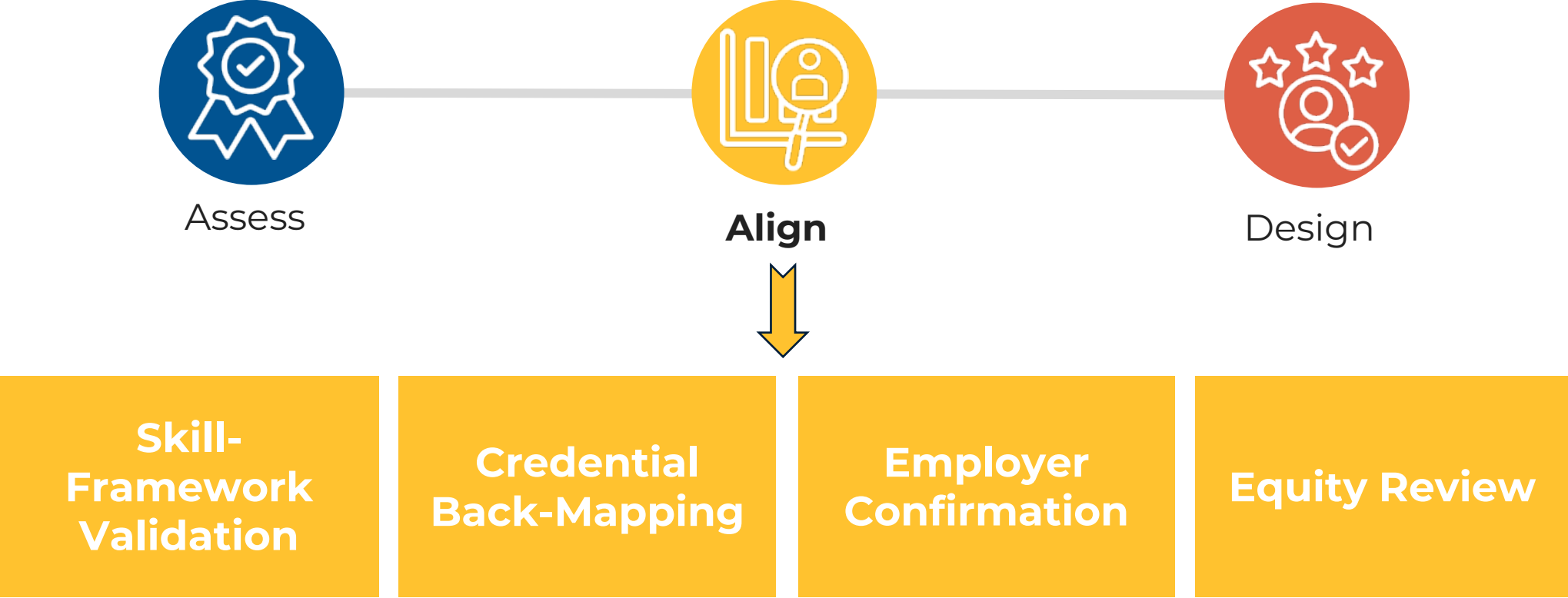


Design

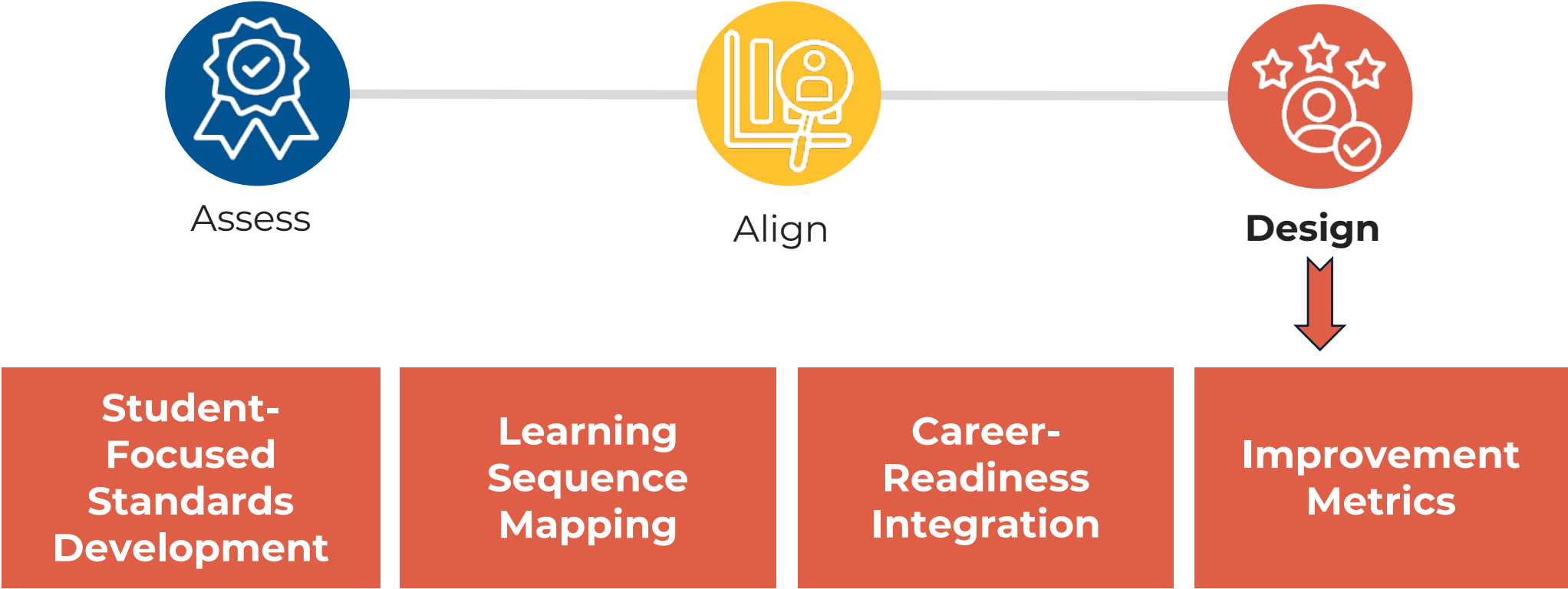
CTE Standards Redesign Process and Priorities



CTE Standards Redesign Process and Priorities



CTE Standards Redesign Process and Priorities



The Standards Review Process

Stakeholder voice is key to ensuring the standards align the labor market with the classroom.

1

Industry Review

Validate skills
against hiring
needs—keeping
programs
workforce-relevant.

Nearing Completion

2

Educator Review

Translate skills
into teachable
moments—
maintaining
classroom rigor.

Just Beginning

3

Public Comment

Public commenters
vet clarity and
equity—**anchoring
community trust.**

Begin Late May 2025

Three Examples of Program of Study Guides

Guidebooks for each program of study incorporate labor market information, connection to industry standards, and detailed course-level standards.



Program of Study Guide: **Hotel and Resort Management - DRAFT**

Comprehensive guidelines and course standards for the
Accommodations pathway

Office of College and Career Pathways
July 2025

<https://bit.ly/4IYQ6wJ>



Program of Study Guide: **Management and Entrepreneurship - DRAFT**

Comprehensive guidelines and course standards for the
Accommodations pathway

Office of College and Career Pathways
July 2025

<https://bit.ly/3EPIDj1>

Next Steps

The June 2025 meeting brings the action: the Board will receive a synopsis of public feedback, and staff recommendations before casting a formal vote for adoption.

If adopted, MSDE will immediately publish the standards, issue detailed implementation guidance, and launch professional learning and monitoring timelines so LEAs can begin planning for future school years.

LEAs would have two years to implement the new program design and standards, with implementation occurring no later than Fall 2027.