GOVERNOR'S P-20 COUNCIL

2018 Annual Report

Contents

Introduction

The Governor's P-20 Leadership Council of Maryland (P-20 Council)[1] was authorized under Chapter 191 of the Acts of the General Assembly of 2010 to provide a forum in which the governor, legislators, and stakeholders from elementary and secondary education, postsecondary education, and the workforce and economic development communities can discuss policy priorities and the alignment of the various elements of our education and workforce systems. The mission of the council is to better prepare Maryland students for the jobs of the new economy while enhancing the state's economic competitiveness by developing a workforce with 21st century skills. The council also ensures that college and career readiness and college completion strategies for Maryland students are implemented.

In accordance with §24-801 of the Education Article of the Annotated Code of Maryland, the P-20 Council is charged with developing strategies to:

- Prepare all students with skills necessary to succeed in the modern workplace;
- Reduce dropout rates while increasing retention and graduation rates at the high school and college levels;
- Improve student achievement and close achievement gaps;
- Improve teaching quality and retention;
- Strengthen and expand educational leadership programs;
- Redesign and expand career technology education (CTE) programs to meet college expectations and employer needs;
- Strengthen science, technology, engineering, and mathematics (STEM) programs at all levels;
- Align high school, college, and employer expectations and needs;
- Create pathways for all students to obtain college degrees;
- Provide teachers with the resources and professional development needed to help students reach higher standards;
- Expand opportunities for continuous learning;
- Align high school graduation requirements with college readiness requirements;
- Improve connections between the pre-kindergarten, primary, secondary, and postsecondary education systems;
- Create programs and incentives to encourage mutually beneficial relationships between schools, school systems, postsecondary education, and the business community; and
- Ensure college and career readiness and college completion strategies are implemented.

The P-20 Council is required to submit an annual report to the governor and General Assembly containing a summary of the council's activities and any recommendations from the Council. The P-20 Council is also required to submit a biennial report to the Governor and General Assembly on progress toward implementing college and career readiness and college completion strategies, as prescribed in the

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[1] "P-20" refers to a system of education that encompasses preschool through graduate studies and/or careers, and ensures that students from an early age are learning the necessary skills for a competitive workforce.

College and Career Readiness and College Completion Act of 2013 (CCRCCA, SB740). This report was submitted in 2016 and 2018 and can be accessed on the P-20 webpage at http://dllr.maryland.gov/p20/.

2018 Year in Review

Council Meetings

The Council met quarterly as statutorily required on March 5 in the Governor's Reception Room in Annapolis, June 5 at the University of Baltimore School of Law, September 11 at Sentry Wire, and December 4 at Bowie State University.

At each quarterly meeting, Council workgroups provided updates on their 2017 goals as well as new initiatives. In addition, guest speakers and government partners presented to the Council relevant education and workforce related information. For instance:

- The February meeting in Annapolis featured Brit Kirwan, Chairman of the Commission on Innovation and Excellence in Education, who gave an update on the Commission including its mission, goals, and interim findings. The Council also received an update from GED workgroup Chair Jeff Ferguson on the math tutoring program launched in Anne Arundel County in 2017, and an update on the Governor's ACCESS initiative by Michael Digiacomo, Executive Director of the Governor's Workforce Development Board.
- The June Meeting at University of Baltimore School of Law featured Shreeya Khurana, Founder and President, MATHgirls Program, and a sophomore at Montgomery Blair High School in Montgomery County. MATHgirls seeks to motivate and empower girls for a career in a STEM field by supplementing and enhancing classroom education with tutoring sessions by peers to prepare girls for competitive and standardized tests such as entrance exams to magnet schools as well as the SAT and ACT. The June meeting also featured an update on the University of Maryland Baltimore County Apprenticeship for College Credit program. Kent Malwitz, President, UMBC Training Centers, Tom Sadowski, Vice Chancellor for Economic Development, University System of Maryland, and Britta Vander Linden, Director of Partnerships and Program Development at DLLR presented on this exciting new program that allows students to earn college credit for apprenticeship programs.
- The September meeting at Sentry Wire included a graduation ceremony for the state's first two graduates of the new cyber security apprenticeship program. The apprentices worked closely with cyber security mentors on real-world issues combating and thwarting cyber attacks and tracking down cyber criminals. The meeting also included a presentation on the new workforce expressway, a website developed by DLLR and Commerce to allow a one-stop location for every workforce development related program and incentive offered by the state. The website can be accessed at www.maryland.gov/workforce. Also at this meeting, Ann Kellogg from the Maryland Longitudinal Data Center presented on MLDS research related to College Pathways to Careers.
- At the December meeting, Bowie State officials representing President Aminta Breaux discussed the successful programs that are helping students prepare for rewarding careers. The Council

was also briefed on the MHEC College and Career Readiness Report findings in preparation of the biennial reporting deadline.

Council workgroups met independently of the quarterly Council meetings and are discussed below in each workgroup report.

Workgroup Reports

HIGH SCHOOL EQUIVALENCY/GED
The members of the High School Equivalency Workgroup for 2018 are:
- Dr. Jeffrey Ferguson, Chair,
- Terry R. Gilleland, Jr., Director of Office of Adult Education and Literacy Services (DLLR)
- Heather Lagerman, Baltimore County Public Schools Leadership Coordinator
- Melissa Zervos, Adult Education Program Specialist and Training Coordinator (DLLR)
- Deborah Russell, AAWDC Director of Workforce Innovation and Opportunity Initiatives
- Jean Perrini, GED instructor and trainer for Adult Corrections (DLLR)
- Daphne Atkinson GED Testing Service trainer
- Adora Beard, GEDTS Maryland State Relationship Manager,
- Molly Dugan, Maryland GED Administrator (DLLR)

Background and Review
Three years ago, the P-20 Council High School Equivalency GED® Workgroup identified six data driven initiatives. Recognizing the limitations of funding and scope of challenges, the workgroup focused on those initiatives that could be accomplished or advanced by action of committee members through connections with community partners. One initiative was eliminated because it was already being addressed but it was replaced with a new initiative focusing on new or recent school dropouts. The original six initiatives were:

1. Support legislation allowing, but not requiring, a GED Options Program® to be instituted in local school systems to broaden opportunities to designate high school proficiencies for at-risk student success. Likewise, support legislation to revise the existing law which states that students currently enrolled in school must be officially withdrawn in order to take GED® tests.

2. Create and pilot a Personalized Tutoring Program for GED® Mathematics in Anne Arundel County offering free tutoring to adults who have taken, but not passed, the GED® math module.

3. P-20 Council representatives should present information about GED® testing at a Maryland Association of Boards of Education and Public School Superintendents' Association of Maryland meeting to reinforce awareness to all school superintendents of SB 264 2008, Chapter 378, Alternative Education Programs and GED Requirements.

4. Identify successful marketing and advertising strategies to enhance awareness of GED® testing for youth, older adults, and New Americans.

5. Provide opportunities for business leaders in Maryland to gain an understanding of the benefits of helping their employees obtain a high school diploma by targeting companies that employ large numbers of employees who do not have a high school diploma.

*6. P-20 workgroup members will examine alternative diploma programs that provide high school equivalency credentials in other states.

*The final recommendation to explore additional options to provide alternative programs for earning a Maryland high school diploma was eliminated as a goal for this workgroup. 2017 legislation required DLLR and MSDE to collaboratively develop plans to approve several adult high schools which will provide options for credit recovery for eligible adults without a diploma. Completers of the program will be awarded a Maryland high school diploma.

New initiatives

Identify and reach out to two unique groups: 1) Youth who have recently exited the K-12 system without graduating; and 2) Adults who have passed three modules of GED® tests but have not passed the last test. By collaboration with LEAs and GED® instructional programs, design and implement focused programs specifically developed to support the needs of each distinct group to streamline their journey.

Members of the workgroup met 12 times in 2018 in groups or individually, sometimes meeting with selected stakeholders to provide information and resources, develop partnerships, or to plan programs. With new members and additional data, the workgroup determined that expanding initiatives from Anne Arundel County to additional jurisdictions and to local school systems statewide should be the focus for 2018.

Highlights of 2018
- Presentation to Maryland Adult Literacy Council (MALAC) -"Building Successful Partnerships," highlighting the Anne Arundel Council Literacy Council's (AACLC) Math Tutoring Project and GED® Workgroup project.
- Presentation to Montgomery County Schools' Pupil Personnel Workers - How to help students who will not graduate earn a Maryland High School Diploma via GED®.
- Presentation to Workforce Development staff at Raising the Bar – Options to help clients earn a high school diploma.
- Math training for non-grantee instructional programs - "Ten Things You Need to Know About GED®."
- Presentation to state Local Management Board directors on ensuring GED® awareness among partners.
- Two GED® presentations at Maryland Association for Adult Community and Continuing Education (MAACCE) annual meeting.

- Presentations to Diploma Workgroup of High School Graduation Taskforce on GED® for non-graduates and GED® Option programs.
- Attended Anne Arundel County Literacy Council's Annual Recognition Dinner for volunteer tutors and students.
- National GED® Conference- Using resources and data to drive program development
- First Regional GED® Conference - Planning session for a regional (VA, PA, DC, DE, MD) GED® conference to be held in Maryland, "Closing the Gap for Partial Passers."
- Planning session for a tri-county math tutoring program for Montgomery County Literacy Council, Prince George's Community College and Charles County Literacy Council.
- Harford Community College Adult Education – Best instructional practices for GED® preparation by GED Testing Service.
- MD Adult Education Program Leadership Meeting – Two GED® presentations for instructors and program design to develop strategies to support partial passers.
- Maryland Association of Boards of Education annual meeting conference vendor.
- MSDE Pupil Personnel Workers' regional staff meetings – presentation on GED® awareness for non-graduates.
- Maryland Chapter International Association of Workforce Professionals (IAWP) Susquehanna region meeting – Offer diploma option Professional Development workshop to staff.

Facilitating Collaboration
There continues to be a lack of communication between agencies and other service providers that work with undereducated adults who do not have a high school diploma. United Way of Central Maryland is an example of a non-profit which assists adults in obtaining a GED® with whom we hope to combine forces. A goal of the workgroup is to offer a conference or resource guide for all service providers in Maryland to identify the services they provide and to strategize ways to work together supplementing and supporting the work of each entity to avoid duplication of services, identify gaps, and facilitate cooperation.

Legislation
Although legislation passed in 2018, allows a *limited* GED Options® program for English Language Learners in select jurisdictions, (Maryland General Assembly Senate Bill 43), the GED® Workgroup recommends that the language be expanded to permit school systems to offer the GED Option® to a select group of currently enrolled students who will not graduate with traditional credits. The GED Option®, offered in eight states, provides a realistic goal and an alternative pathway to a diploma for students who will not graduate with their class.

Counseling Students Who Exit School Without Graduating
Members of the P-20 Council High School Equivalency Workgroup continue to develop relationships with both MSDE and Local Educational Agencies (LEAs) to provide information and resources to the high school staff who work with the youth and students receiving home instruction who are the most at risk of not graduating. DLLR's GED® office generated these tools to inform the professionals who work with the potential clients and former students who did not graduate and who need encouragement and motivation to enroll in adult education classes or seek tutoring in order to earn a high school diploma via GED®. It is important to encourage these former students to test soon after exiting the K-12

system because data shows that the younger the tester, the higher the pass rate.

There were multiple meetings across the state in 2018. Continued communication is planned for 2019.

Assisting Current GED® Testers Who Have Not Earned a Diploma
Using available data to locate testers who have passed some GED® tests but not all, the Workgroup is recommending a renewed effort to recruit such students into GED® preparation classes and to provide alternative services that meet their needs such as modified tutoring services, small group instruction and other support services. Over 2,400 individuals in Maryland have passed three of the four tests within the past five years. A GED® Training Institute is being developed by the Maryland Adult Education Office to concentrate efforts on this segment of testers with enhanced program selections.

Anne Arundel County Literacy Council Tutoring Program Expansion
The Anne Arundel County Literacy Council (AACLC) is beginning its third year of GED® math tutoring and hosted yet another mathematics tutor training for their 24+ volunteer math tutors, some of whom are now trainers. Their program director and tutor coordinators are solely responsible for creating, maintaining and expanding a GED® math tutoring program that can serve as a model for other jurisdictions in Maryland as well as nationally.

2019 Goals

- Explore Legislative action to expand the approval for the GED® Option Program in Maryland to include availability for additional at-risk students who otherwise would not earn a Maryland High School Diploma.

- Extend GED® outreach with distinctive, consistent, and targeted multi-media messaging to motivate sectors of adults without a high school diploma. Identify partners such as nonprofit community programs and community college marketing teams to introduce and develop a *Finish Your Education for a Successful Future* campaign.

- Develop relationships with active literacy councils that have existing tutoring programs to develop or improve GED® math tutoring services. Offer math tutor training sessions to volunteers that become involved.

- Expand GED® testing information sessions for high school professionals such as counselors and pupil personnel workers (PPWs) who have direct contact with youth most at risk of exiting school without graduating or who have already dropped out. Offer information on earning a high school diploma to case managers who work with youth.

- Offer GED® presentations at statewide and/or national adult and secondary education conferences, at-risk youth groups and workforce conferences.

- Meet with Governor's Workforce Development Board workgroups that can assist in offering information to employers about supporting employees' efforts to earn a high school diploma.

Gain interest and offer suggestions for employer investment in GED® attainment for their employees.

AT-RISK YOUTH WORKGROUP

During 2018, the P-20 Council At-Risk Youth Working Group met with representatives from the following community and government organizations to identify the needs of at-risk youth:

- Maryland Associations for Boards of Education
- Maryland Out of School Time Network
- Urban Alliance
- Mental Health First Aid
- Division of Student Support, Academic Enrichment, and Educational Policy
- School Safety, Climate, and Psychological Services

The Working Group identified six target areas: GED programs, best practice business skills, internship programs, tutoring programs, mental health training, and social and emotional learning. Below are the recommendations for each target area.

Recommendations

GED Option Programs:

It is recommended that the *GED Option* program should be legislatively expanded to permit certain identified students to earn a Maryland High School Diploma via GED®. These students, currently enrolled in high school, would spend their final semesters preparing for and taking the four GED® modules and earn their Maryland High School Diploma by examination.

All students in Maryland are required to stay in school until they are 18 under the Compulsory Attendance Law. According to the MSDE Report Card on Graduation in 2017, as in prior years, approximately 7,000 students did not graduate with their cohort *even after five years.* These students did not graduate from their high schools because they did not obtain the required credits or were missing or failed some other requirements for graduation. While some alternative opportunities exist for these students, such as in-school credit recovery programs, night school or Saturday school, they are not working for every student. Lack of additional alternative pathways to a diploma is a problem expressed by the larger community of Pupil Personnel Workers and high school counselors in Maryland school districts. Since the GED® tests are based on current College and Career Readiness Standards, the curriculum matches that which is already in place and existing content teachers could be assigned to GED Preparation classes at no additional expense. With an 80% pass rate on GED® tests nationally, the likelihood that select students will be successful is actually very high.

Best Practices Business Skills Development

Many high school students lack basic business skills to conduct job searches, navigate the application process, and maintain successful employment. Recommend that MDSE conduct a best practices audit/survey of the programs throughout the state to develop a educational plan recommendation for school systems to adopt best practice programs would focus on resume writing, job searching, interviewing, negotiation, and time management.

From this plan state legislators should work towards adopting statewide recommendations for activities that promotes these best practice business skills. Additionally, the Governor's Office could take the lead on enticing and incentivizing business participation in internship and CTE programs through

Internship & CTE Programs

Internship and CTE programs are essential to developing future generations of working adults.

Programs often focus on experiential learning, accredited apprenticeships, and resume building.

School districts and community programs could partner with businesses and programs, such as the Urban Alliance, to offer internships to high school students. It is important to bring together businesses and school systems to make both more aware of the local employment needs and the resources available at the schools. This could include a series of events sponsored by the Governor's office or MDDOL to bring both groups together for evening meetings (once per year) to let the community know the availability of students and the education instructors to learn about the vocational needs of the community.

A standard set of guidelines, useful tools, and insight specific to at-risk students would be created and relayed to participating business to help them run successful internship programs. Most of this information is already available on free websites just not organized to help businesses understand the requirements and benefits of high school internship programs.

Government is a large employer in Maryland, and it is important that the state governments could partner with internship programs to create internship opportunities for high school students within government agencies. Recommend that we expand the Apprenticeship Maryland initiative and put more resources behind promoting this program.

Also, many Federal agencies including CMS have discontinued their high-school internship programs. We encourage the state reaches out to meet with federal agencies working in Maryland (DOD, SSA, CMS, FDA and others), to encourage high school internships.

Tutoring Programs

To help at-risk youth attain a higher level of academic success, strengthening tutoring programs is recommended. Tutoring would focus on K-3 students and identified high-risk students in grades 6-7,

along with access to tutors for other at-risk students. The tutoring programs would need to identify talent pools of qualified tutors available to participate in programs. Developing tutoring standards and establishing systems of tutor certification ensures consistency across programs. Additionally, specialized training on tutoring skills would be developed. The training program could be done through a grant program that awards grants to businesses willing to certify tutors online.

Mental Health Training Programs

Mental health awareness is another essential component to overall student well-being. Early intervention and identification of problems or concerns ensures that at-risk youth are connected to appropriate and timely mental health services. To achieve awareness, programs need to be offered that provide training on mental health issues, services, and resources to all school personnel, parents and students.

An online mental health training and resource website could be made available to Maryland parents and students.

For professionals, teachers and other school employees would have mental health training incorporated into their professional development trainings and in-service meetings. Expand the education of these individuals to be trained not only on mental health issues and resources, but recognition of mental health symptoms, as well. These trainings could also incorporate basic crisis intervention or de-escalation techniques to address mental or behavioral issues that arise in the classroom.

Social & Emotional Learning Programs

In addition to academic and employability skills, all students need opportunities to develop social and emotional skills to attain higher levels of functioning in all aspects of their lives. There is an identified need for counseling, financial management, and household management. Currently, life skills courses are taught at the 10th grade level, but it may be more appropriate to start teaching these skills at an earlier age and/or with more frequency. One key component to social and emotional programs is pre-kindergarten services. Early intervention pre-K programs allow students to develop skills and abilities necessary to ensure they are ready to engage in school and learn..

2019 Goals

Projects to explore during 2019 include:

- Addressing laws surrounding the transportation of high school students to internships, with an eye towards easing or eliminating transportation barriers.
- Community education (online and live courses) on the benefits of participating in internship programs and how to create successful internship programs
- Work with MDSE to catalog free resources online available for creating internship programs and updating website to list those resources.
- Review the effectiveness of summer youth programs focused on educational enrichment, social and emotional learning, and employability skills. Develop recommendations to enhance the economic value of summer youth programs and internships.

WORKFORCE DEVELOPMENT WORKGROUP

The P-20 Workforce Workgroup, Chaired by USM Chancellor Bob Caret, began this year with a continuing interest in three areas identified as workforce shortage areas in Maryland:
- Healthcare
- Computer Science and Cyber Security
- Teachers

This year's work was also influenced by the simultaneous work of the Commission on Innovation and Excellence in Education, specifically, the recommendations related to teacher quality and quantity, and recommendations under consideration from the sub-committee on Career Technology Education (CTE).

The committee agreed that we need more precise information about workforce shortage areas in Maryland, especially healthcare, cyber, STEM, precision manufacturing and education/teachers. The goal of a research agenda would be to disaggregate which pathways (certificate, AA, BA) lead to which workforce areas. A key focus of work for next year will be to update the "gap analysis" of these three critical areas.

In addition, upcoming work will include surveying the USM institutions to summarize programmatic changes that have occurred as a result of the work that has been done at the System and state levels on workforce development. The workgroup will be asking higher education institutions to summarize programmatic changes that have occurred as a result of the work that has been done by the University System and the state on workforce development priorities.

Summary of findings and recommendations from related reports

Healthcare

USM has charged a task force led by President Jay Perman to assess the healthcare workforce needs and resources. The focus of the task force is on multiple aspects of the healthcare workforce, but the P-20 sub-committee focused on the nursing shortage. RNs make up the single largest segment of the healthcare workforce, with more than 79,000 in Maryland. It is clear that the demand for nurses will continue to increase along with demands on the nation's health care system as America's population ages and as we strive to address inequities in the care that racial and ethnic minorities experience. To have a substantive impact on health outcomes given these emerging challenges, nurses must continue to advance their education.

The P-20 Pipeline sub-committee of that Task force made the following recommendations:
- Provide more opportunities for more students at the CTE level. Take advantage of the Kirwan Commission recommendations related to the last two years of high school.
- Examine and assess diversity and inclusion in the various pathways and pipelines into healthcare professions, and include diversity goals in any strategic planning related to expanding the pipeline.

- Expand financial aid opportunities and streamline financial aid coordination to be more responsive to student needs.
- Work with MLDS and other information sources to develop a research agenda to understand the relationship between investment of resources and quality and quantity of the of healthcare workforce pipeline.
- Form a task force to address a state-wide articulation agreement between and among programs.
  - MHEC and the P-20 Council could charge a task force to recommend policies that would align pipeline programs, including financial aid. Nursing articulations could be used as a model for this work.
- Create additional workgroup(s), as necessary, to address specific issues found within what is the broad category of health professions.

Computer Science and Cyber Security

According to an assessment that was presented as part of the report to the Maryland Center for Computing Education (MCCE) Advisory Board (2018):
- 20,912 computing jobs open in MD right now
- $100,812 average salary for these jobs
- $56,120 current average salary in MD

In 2018 the Maryland General Assembly, in collaboration with Governor Hogan (HB281) established the Maryland Center for Computing Education (MCCE). To increase the number and diversity of students learning CS through teacher preparation and professional development. The Center was funded with $5 million for FY2019 to "scale and sustain" computer science and computing education instruction in Maryland public schools.

The Maryland Center for Computing Education (cs4md.com), housed in the University System of Maryland, is designed to expand access to high-quality K-12 computing education by strengthening educator skills and increasing the number of computer science teachers in elementary and secondary education. It also serves as a focal point for broader collaborative initiatives to increase the availability and quality of P-12 computing education across the state, including stakeholder meetings and partnerships; teacher certification efforts; standards and curriculum development; innovative pedagogical research and practices; training and awareness for administrators, students, and parents; and coordinating with related national efforts.

Current MCCE projects:

- A proposal with the Baltimore Cyber Range and Maryland Community Colleges to provide statewide resources for hands on cyber learning experiences for students in high schools, colleges, workforce, and universities. This includes at least 4 levels of hands on experiences from beginners to advanced.
- Building a list of cybersecurity resources, curriculum, camps, and learning opportunities for Maryland teachers and students.
- Upcoming Quilt/Merit high school cyber challenge that the University System has committed to collaborate on for next year.

- Teacher professional development in summer 2019 on cybersecurity content to integrate into the classroom, including supplemental cybersecurity content in AP Computer Science Principles (Python) and AP Computer Science A Java (secure coding)

Teachers

According to the Maryland Teacher Staffing Report (2018), Maryland hires over 6,000 teachers a year, but the universities in the state produce only 3,000 teachers a year. Ensuring high quality education in all our Maryland public schools depends on increasing the number of highly qualified teachers prepared in Maryland teacher preparation programs that are aligned with Maryland standards. Kirwan Commission has made teacher quality and quantity one of its highest priorities.

Draft Recommendations from the Kirwan Commission: The Commission is in the process of costing out recommendations related to the priorities below:

- Teacher preparation will be much more rigorous and induction will be expanded
- Raise standards for licensing
- Expand scholarships and loan assistance for highly skilled and diverse candidates.
- Raise teacher pay to make it equitable with other highly trained professionals
- Develop career ladders for teachers and school leaders
- Train the State Superintendent and 24 local superintendents with leadership to implement recommendations of the Commission
- Change the way schools are organized and managed to increase amount of time available for teachers to tutor students, mentor teacher candidates, develop curriculum, etc.

Career Technology Education (CTE)

The Kirwan Commission received recommendations from the CTE Committee:

A new Committee of the Governor's Workforce Development Board (GWDB) will be created, to be known as Career and Technical Education Committee (CTE Committee). This Committee will be charged with building a world-class career and technical education system for Maryland, taking into consideration the priorities established by the Economic Development Commission. Its members—drawn from the GWDB itself--will include the heads of MSDE, MHEC, DLLR, and Commerce; a representative of the community colleges, which provide much of the State's postsecondary training; the Chair of the Skills Standards Advisory Committee (see below); and at least four additional representatives of employers, industry associations, and labor. The Committee's members—and its chair, who should be a business representative--will be selected by the Governor, the President of the Senate, and the Speaker of the House.

As future appointments are made to the GWDB, consistent with applicable federal and State law, the Commission recommends including additional representatives of K-12 and postsecondary education (including community colleges) as well as parents and community leaders, the intention being to make it possible for such individuals also to serve on the CTE Committee.

The Committee will be tasked with creating a system focused on developing the talent needed for staffing the high-tech industries on which Maryland's future depends, from health care and agriculture to cybersecurity and precision manufacturing. It will take the lead in developing the framework for the State's CTE system, mobilizing the business community to become a central player in developing opportunities for apprenticeship and work-based learning, approving CTE programs and standards, bringing the schools and colleges and universities together to align their offerings, assuring that Maryland's entire CTE system is fully aligned with the State's priorities for economic and workforce development and benchmarking that system against the best CTE systems in the world, to make sure that Maryland's workforce is—and can remain—among the most competitive in the world."

This set of recommendations is under consideration by the Commission and after approval, will be reported out to the Maryland General Assembly in January 2019.

MARYLAND LONGITUDINAL DATA SYSTEM WORKGROUP

The MLDS Work Group of the P-20 Council was created to make the broader P-20 more aware of the Maryland Longitudinal Data System (MLDS) Center, which was created by statute to "conduct research using timely and accurate student data and workforce data to improve the State's education system and guide decision making by State and local governments, educational agencies, institutions, teachers, and other education professionals."

During 2018, the MLDS Center and its research team continued its engagement with the P-20 Council to improve the understanding of what the MLDS can do, as well as providing study results to help inform policy advice being provided by the Work Groups. The workgroup intends to continue to monitor the data needs of the Council and facilitate MLDS research agenda analysis.

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