

February 20, 2025

To: Appropriations Ways and Means Committee

From: Dr. Tyler Love, Director of Career and Technical Education programs for the University of Maryland Eastern Shore at the Baltimore Museum of Industry Campus

Subject: House Bill 490 (Education, The Blueprint for Maryland's Future, Revisions)

Thank you to the committee for this opportunity. I am grateful for your continued commitment to public education and investment in Career and Technical Education (CTE). My name is Dr. Tyler Love and I am an alumnus of a Maryland HBCU, a former K-12 teacher in Maryland, and a full-time postsecondary teacher educator for over a decade, a researcher with over 100 scholarly books/articles/conference proceedings on CTE and STEM education topics, the 2025 regional teacher educator of the year from the Association for Career and Technical Education (ACTE), and a current Postsecondary Education Fellow for ACTE. I currently serve as Director of Maryland's **only MHEC and USM approved programs that prepare CTE teachers** (a MSDE teaching licensure), work-based learning coordinators (a MSDE endorsement), and career counselors/career coaches to help meet the goals of Blueprint Pillar 3.

My position on HB 490 is **favorable with amendments**. My proposed amendment is to page 11, lines 27-30. **I kindly request that the committee consider amending the composition of the Governor's Workforce Development Board (GWDB) CTE committee** to include "CTE teacher educators". The current language on page 12, line 2 that states "Experts in CTE programming" is too broad and is not being used to involve our state's teacher educators. CTE teacher educators would contribute expertise in areas that are unique from the current committee composition.

The bill does mention postsecondary institutions in numerous places; however, it specifically calls for community college representation on the GWDB CTE committee while there is no mention of including representation from Maryland's four-year institutions/universities. This has led to our four-year institutions being overlooked and excluded from this valuable CTE work that directly affects their programs. **This especially impacts our state's land-grants and HBCUs that offer a variety of technical and career cluster aligned programs** contributing to the career and college readiness continuum.

Why is it important to include our state's CTE teacher educators on this committee? The bill specifies that the GWDB CTE committee should:

- Develop a statewide framework for CTE (p. 12) – This influences the content of CTE teacher educator courses.
- Work with the business community to develop CTE learning opportunities, including apprenticeships. (p. 12) – This directly relates to UMES's certificate program that prepares Work-Based Learning Coordinators to facilitate apprenticeships for students.
- Set content qualification and recruitment standards for CTE instructors (page 12, line 28) – This directly impacts the core of what our CTE teacher education programs do.

- Make recommendations to the state’s CTE system to ensure it is administered according to best global practices (p. 14) – Our CTE faculty have over 100 scholarly publications on CTE and STEM topics, and serve on national and international professional CTE association committees that would contribute unique global perspectives to help inform the state’s initiatives related to CTE.

Amending the bill to include the suggested language would ensure our state’s CTE teacher educators are being provided the opportunity to contribute to this important work. UMES’s CTE teacher education programs have previously requested to be involved with the CTE work being developed by the GWDB CTE committee and the Maryland State Department of Education’s (MSDE) Division of College and Career Pathways (where CTE is housed), but we have continually been denied those opportunities. Some examples include:

- Given UMES offers the state’s only MHEC approved program focused on Career Counseling, we requested to be involved in the development of the Blueprint Career Counseling Best Practices Report from the GWDB CTE committee. We were never included.
- UMES’s administration requested that a CTE faculty member be allowed to attend a CTE and Career Counseling Leadership Convening in January 2026 that was co-hosted by MSDE, the GWDB, AIB, and the Maryland Workforce Association. Our request to attend was denied.
- ***Separate from the University*** - The exclusion of CTE teacher education experts has led to my scholarly work being duplicated without attribution from the GWDB CTE committee. In the GWDB CTE committee’s January 2026 Career Counseling Implementation: Summary Analysis of MOUs report found on their website, you will notice very stark similarities to a Blueprint Career Counseling study I published in a 2024 national CTE conference proceeding. The GWDB CTE committee had knowledge of my conference proceeding prior to approving their report. My proceeding has a copyright designation of “attribution, non-commercial, no derivatives.” Copying and paraphrasing portions of that proceeding without crediting the original source of the information is what the literature defines as “**conceptual plagiarism**” or “**content plagiarism.**”

I strongly believe the aforementioned issues could have been avoided if CTE teacher education faculty were included in the composition of the GWDB CTE committee. To further advance career and college readiness, Maryland should be actively engaging with its four-year institutions (especially its HBCUs and land-grant institutions that offer specialized programs aligned to CTE career clusters). My suggested amendments would help with this. I respectfully ask that the committee consider including this amendment in HB 490.

Thank you for your consideration and commitment to Career and Technical Education. Please do not hesitate to reach out to me to request additional information or documentation.

Tyler S. Love, Ph.D.

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