



Maryland

**GOVERNOR'S WORKFORCE
DEVELOPMENT BOARD**

Quarterly Board Meeting

June 5, 2024

Meeting Goals

- Discuss key activities/updates: Port of Baltimore Response, Quarterly Member Highlights, Executive Director report on GWDB FY25 (July 1, 2024 - June 30, 2025) Budget, Staffing Update, and State Workforce Plan implementation
- Introduce New Committee Structure
 - Access and Equity Committee
 - Industry Partnerships Committee
 - Systems Governance Workgroup

Align and prepare for the next 12 months of GWDB projects and initiatives!



Maryland

**GOVERNOR'S WORKFORCE
DEVELOPMENT BOARD**

Port of Baltimore Economic Impact and Response



Port of Baltimore Worker Retention Program



Port of Baltimore Worker Support Program



State of MD Labor Force

April Job Report Highlights:

- **7,800** new jobs created, with **4,800** in the private sector.
- Loss of 1,000 jobs in **Transportation and Logistics**
- Increase in labor force participation rate by **0.2%** to **65.2%**.
- Unemployment rate **5th lowest** in the nation despite slight increase.
- All indicators point to a **robust and resilient** job market in the wake of the Key Bridge collapse.

Impact of Key Bridge

April Job Report is first to include economic data following the collapse. Analysis shows that the economic impact appears to be **minimal in April**. This may be due to several factors:

- ➔ Swift public response to clear the channel.
- ➔ Rapid implementation of WRP, WSP, and other PORT Act initiatives supporting those impacted.
- ➔ Additional grant support through Department of Commerce and Department of Housing and Community Development.
- ➔ Private sector commitment to remain in Baltimore.



Port of Baltimore Worker Retention Program

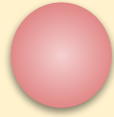


Program Overview & Eligibility

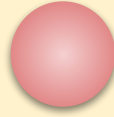
- *Port of Baltimore Worker Retention Program* served impacted businesses providing up to \$200,000, with a maximum expenditure of \$7,500 per worker.
 - Goal was to avert layoffs and keep workers attached to jobs.
- Applicants included Maryland-based small businesses, Labor unions, Trade associations and Contractors who have activities hindered or halted entirely due to reduced port operations



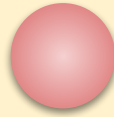
How were grant funds used?



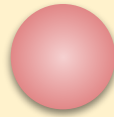
Payroll costs to include wage subsidies for their workers who may have experienced revenue loss



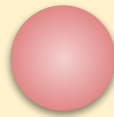
Training costs



Supportive Services



Work Sharing & Unemployment Insurance Program



Other approved costs



Relief Administered

Since April 12th, the Worker Retention Program has provided assistance to keep **3,066** Port-related workers on the job. The program has issued **\$17.4 million** in grant relief to impacted businesses.

Of these awards, **79%** were awarded to businesses in the Baltimore metropolitan region (**47%** in Baltimore County, **26%** in Baltimore City, and **6%** in Anne Arundel County).

As of May 18th, the program is no longer taking new applications.



Port of Baltimore Worker Support Program



Program Overview & Eligibility

- Provides temporary relief of \$430 weekly payments to workers who have lost work/income due to the collapse of the Francis Scott Key Bridge on March 26, 2024, and reduction of operations at the Port of Baltimore.
- Eligible applicants include Independent contractors (1099), Individual owner-operators, Sole proprietors, Single member LLCs and Employees of a Port business or trade association



Relief Administered

As of June 4, 2024, the Worker Support Program has provided **\$9.3 million** in relief payments to **2,871 workers**.



Worker Support Program On-Site Support

2501 Broening Hwy



7930 Eastern Ave

Port of Baltimore Response Programs



Signe Pringle
Deputy Director,
Department of Commerce

Port of Baltimore Emergency Business Assistance Program:
The Port of Baltimore Emergency Business Fund is a funding resource operated by the Maryland Department of Commerce (Commerce) to support temporary economic and financial relief for eligible businesses impacted by the disruption of operations to the Port of Baltimore.



Maryland
DEPARTMENT OF
JUVENILE SERVICES

Department of Juvenile Services New Workforce Development and Educational Activities and Programs

Problem Statement

- DJS-involved youth generally have low literacy and graduation rates and high unemployment rates, which undermine their ability to transition to adulthood.
- They are often shutout of workforce programs targeting young adults because they can be “harder to serve.”
- Nationally, juvenile justice agencies and systems focus on surveillance and treatment, not on building youth assets and preparing youth for productive citizenship.
- DJS is planning and launching several initiatives to address this shortcoming.



New Office of Workforce Development

- In late 2023, DJS established the Office of Workforce Development to develop and oversee career and work readiness and employment programming for DJS youth across the state in both the residential and community settings.
- This office seeks to forge partnerships with state and local workforce development agencies and programs across the state to expand and improve workforce development opportunities for DJS youth.



MD DOL and Local Workforce Development Board (LWDB) Collaboration

- DJS is entering an agreement with MD DOL to fund LWDBs to increase summer youth employment slots throughout the state this summer explicitly for about 140 DJS youth in the community, mainly on probation and aftercare.
- Local Re-Entry Navigators and Youth Coordinators at local OneStops/American Job Centers are now prepared to connect DJS youth to workforce opportunities.



GED/Graduate Facility

- ❑ DJS is exploring establishing a residential program explicitly designed for committed young men age 17 and over who have either earned their GED or high school diploma or are working toward earning their GED.
- ❑ The program would provide GED preparation and literacy, career and technical education in demand occupations, paid work experience on- and off-grounds, college courses, and work readiness.
- ❑ DJS is also pursuing a waiver from MSDE that would allow youth under 18 who begin pursuing their GED while in residential placement to be allowed to continue to pursue their GED upon their return to the community, rather than return to their regular secondary school, as many do not succeed in that setting.



Other Partnerships

- DJS is seeking to build on and extend its partnerships with community colleges across the state including our current partnership with our host Howard County Community College, which provides a GED and dual enrollment program for DJS youth in Howard County.
- DJS is working to establish connections to a Carpentry Apprenticeship Program and Local Ironworkers Union Apprenticeship Program, which are paid four-year apprenticeship programs at \$19.50 per hour.
- Agreements are being established with the three regional Job Corps centers (Potomac, Woodland and Woodstock) to facilitate the referral of qualified appropriated DJS youth to Job Corps. Two DJS youth have already been enrolled.



Green Cadet Program

- DJS recently expanded and is in the process of strengthening the Green Cadet program, a paid work experience for out-of-school DJS youth in partnership with the Baltimore City Parks & Recreation Department.
- DJS youth work within the community alongside Parks & Recreation staff on activities such as cleaning recreational facilities, doing groundskeeping, and lawn grooming throughout the Baltimore City area.



YOLO Program

("Youth Opportunities to Learn Occupations")

- ❑ DJS launched the YOLO program last summer in partnership with the Department of Natural Resource (DNR) and the Maryland Department of the Environment (MDE).
- ❑ YOLO is a paid work experience program for youth held in DJS facilities, designed to provide youth with valuable work experience and skills in preparation for their return to the community and the workforce.
- ❑ Work opportunities with DNR and MDE have been created off-grounds for committed youth held in our facilities in Western Maryland who have a high school diploma or GED.
- ❑ 16 youth have been enrolled to date.
- ❑ DJS is also re-establishing paid work experience on-ground for youth being held in residential settings.



Baltimore Youth Employment and Empowerment Program (BYEEP).

- DJS is in the process of developing a program for in-school DJS youth in Baltimore City through partnerships with the Mayor's Office of Employment Development (MOED), the Annie E. Casey Foundation and various community organizations.
- The 18-week BYEEP programs is intended to provide meaningful paid employment opportunities, skill development, and support services to 25 justice-involved youth between the ages of 14-21 in Baltimore City who successfully complete a summer job in 2024.
- BYEEP aims to transform lives, promote community safety, and foster equity through a holistic approach to youth development.



Juvenile Services Education Program (JSEP) Initiatives

- JSEP is the state-wide school district that functionally sits within DJS and operates schools inside of DJS facilities.
- JSEP has established partnerships with community colleges across the state, enabling DJS students who have their HS diploma or GED to take credit-bearing and workforce development/certification courses. Students at both DJS detention and treatment centers are able to enroll in courses, and continue with the courses upon release.
- JSEP has updated and expanded its curriculum to meet the college and career readiness standards of the Blueprint for Maryland's Future. JSEP and DJS are working together to embed opportunities for students in our secure facilities to gain Career and Technical Education experiences aligned with the Blueprint.





Thank you

Looking forward to your feedback and suggestions.

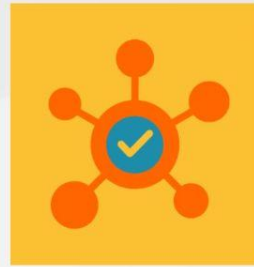
Older Adults: A Critical and Underestimated Workforce Resource



Increased productivity



Stronger talent pipeline



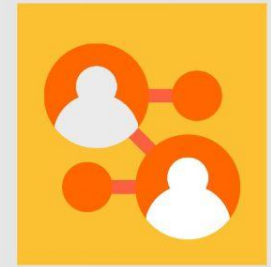
Greater diversity of skills and outlook



Better retention of experience and ability



Increased resilience



Better access to multi-skilled teams

Maryland's competitiveness and economic growth depends on retaining talent in the workforce, upskilling/re-skilling ALL employees regardless of age.

The Future of Work in Maryland is Multigenerational

Companies with diverse age groups that include older workers have higher financial returns and lower turnover rates.



In Maryland, 37% of the population is age 50 and older, supporting jobs and paying taxes.

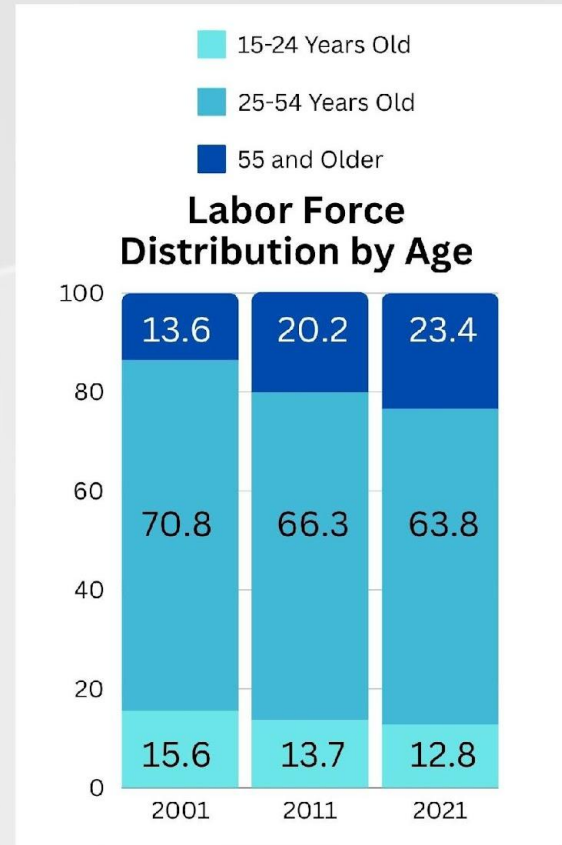


By 2050, older Marylanders will contribute approximately \$487 billion to the economy and encompass almost 43% of the state's projected GDP.

Capitalizing on a Surging Asset

Are we developing policies to promote an inclusive workforce that reflects the changing demographics?

Older workers are willing and able to continue contributing beyond traditional retirement ages. With 200,000 open positions in Maryland, filling workforce gaps with older workers can alleviate labor shortages.



Sources: OECD; U.S. Bureau of Labor Statistics; Brain Analysis

Executive Order: Key Roles for the GWDB



State Workforce Plan

The GWDB is required under the Workforce Innovation and Opportunity Act of 2014 (WIOA) to submit a State Workforce Plan to US DOL on behalf of the Governor every four years to receive federal funding for core programs supporting adults, youth, dislocated workers, adult education and literacy, employment services, and vocational rehabilitation programs.

Strategic
Planning
Elements

Operational
Planning
Elements

Operating
Systems and
Policies

Program
Specific
Requirements

Assurances

Status Update + Next Steps:

- Plan approved by the Governor's Office and submitted into Federal portal
- Federal feedback being received and processed week of June 3
- Preparing State Workforce Strategy document for public consumption / use, drawing out content from strategy sections / four pillars of the submitted Plan
- GWDB staff will begin preparing regional and local plan guidance based on Federally-approved plan

State Workforce Plan Recap

**GWDB survey +
new member
orientations**

October 2023

**Exec Committee
strategy workshop**

November 6, 2023

Short-term workgroups guide and support
drafting strategic elements

**Exec
Committee
appointed**

October 2023

**Program-
Specific
drafting**

November 7, 2023

Partner agencies, local
boards engaged in drafting
strategic elements

**New
Committee
Sign-Ups
Launched**

May 15, 2024

**Federal plan
requirements
released**

October 31, 2023

**Plan Approved by
Governor, Submitted to
Federal Partners**

April 30, 2024

**Moore-Miller Administration
GWDB Launch**

September 26, 2023

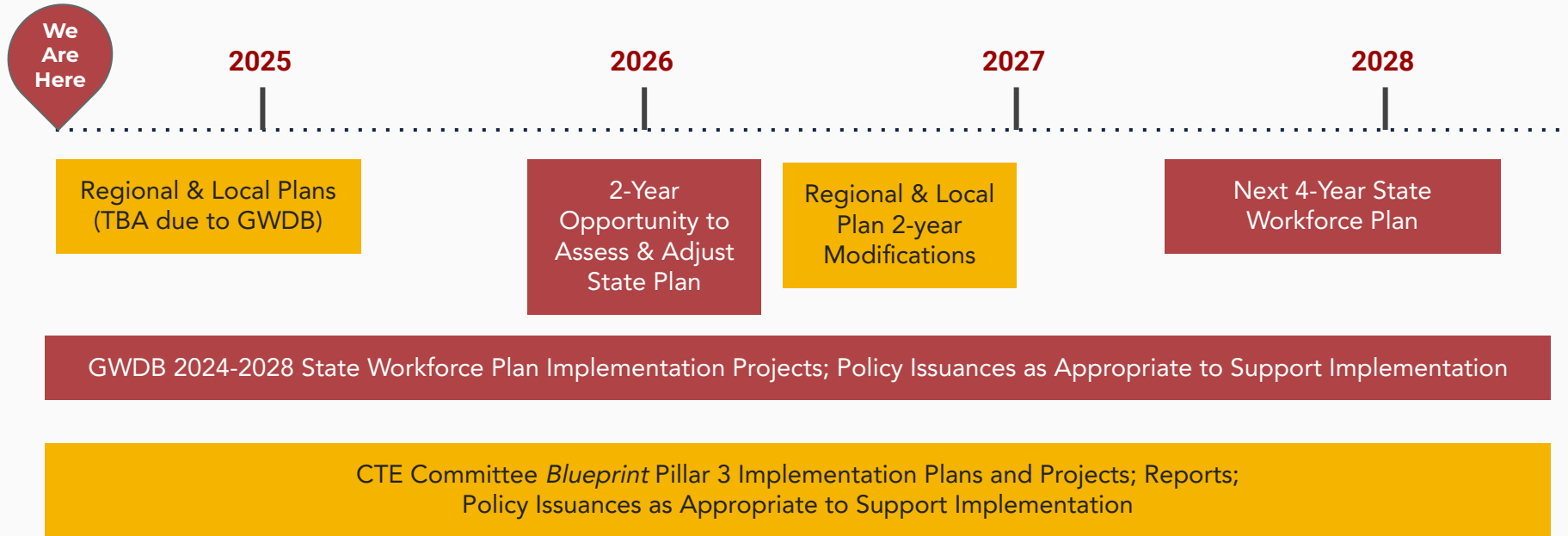
GWDB Quarterly Meeting

Plan Strategic Priorities; Connection to
Local Workforce Development Areas
December 6, 2023

GWDB Quarterly Meeting

Approving Plan to Submit to
Governor; Preparing for
Implementation
March 13, 2024

State Workforce Plan Implementation



Fiscal Year 2025 Budget (July 1 - June 30)

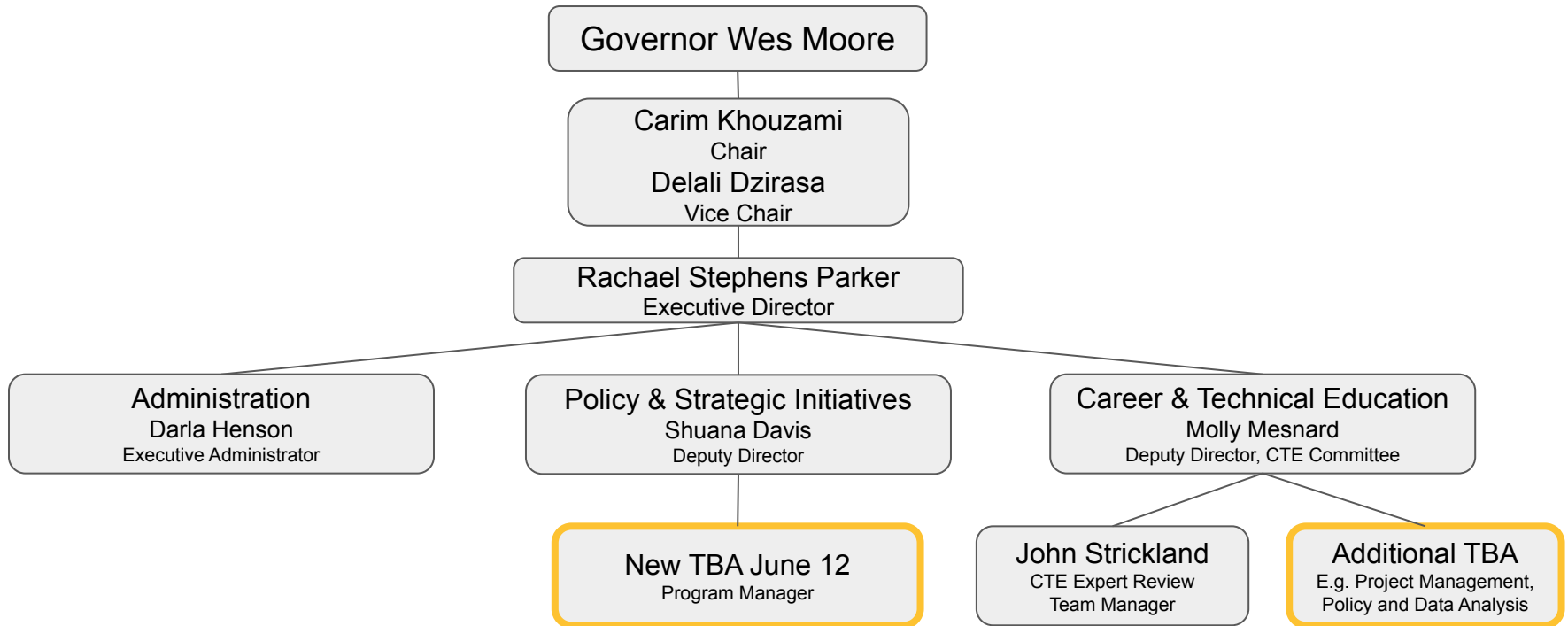
Total
Budget:
\$2.56M

GWDB:
\$1.86M

CTE
Comm.:
\$700K

- \$1.86M operating and special projects budget via general funds
 - \$835K GWDB operating budget (12% general funds, 88% reimbursable via inter-agency MOUs)
 - \$150K – study on advancing skills-based hiring, due 7/1/25
 - \$250K – study on bus driver wages, due date TBD
 - \$625K – passthrough funding to Maryland Center for Construction Education and Innovation
-
- \$700K operating budget via special allocation
 - Supports existing staff and additional staffing capacity

FY25 Staffing: Building Capacity



In-kind contributions for additional staffing include:

- + Summer Associate Ben Hsieh (June - August)
- + Potential Service Year Participant (September - June)
- + CTE Committee Strategic Facilitator

Legislative Update

HB 1128 - Talent Innovation Fund

- Establishing the Talent Innovation Program in the Maryland Department of Labor to increase access to high-quality job training by using innovative and sustainable talent financing mechanisms to help meet skill needs in the State's prominent and emerging industry sectors; and requiring the Department, beginning on January 1, 2025 and each January 1 thereafter, to report to the Governor, the President of the Senate and Speaker of the House on Program activities and use of the Fund.
 - Jointly administered by GWDB and the Division of Workforce Development & Adult Learning
 - \$2 million initial pilot grant for cyber ranges

FY25 Budget - Skills-Based Hiring Study, School Bus Driver Wage Study

New GWDB Committee Structure

Governor's Workforce Development Board

Executive Committee

Lead Staff: Rachael Stephens Parker

1

Industry
Partnership
Committee

Chair: A. Austin
Lead Staff: S. Davis

2

Access & Equity
Committee

Chair: (TBA)
Lead Staff: S. Davis

Career &
Technical
Education
Committee

Chair: M. Norton
Lead Staff: M. Mesnard
(no structural updates)

3

Systems
Governance
Workgroup

Chair: (TBA)
Lead Staff: S. Davis

State Workforce Plan Strategic Pillars

I. Supercharging key sectors

II. Advancing equity and access

III. Preparing the future workforce

IV. Improving system alignment and accountability

I. Supercharging key sectors

Mission

Set statewide sector priorities, identify skill needs, and drive industry partnership to shape and deliver workforce solutions

State Workforce Plan Detail

1.1.A

Activity: Build on labor market information to map skills and training assets and gaps to develop targeted solutions to blockages in talent pipelines, develop career pathways, and inform new or recurring state investments.

Aligned FY25 Priorities

- Industry Partnership Committee Sector Accelerators – beginning with cybersecurity
- Talent Innovation Program & Fund advising/supporting

Industry Partnership Committee

Mission

Ensures that Maryland's talent pipeline strategies are industry-led and demand driven. The committee advises on the development of industry partnerships, sector priorities and advancing the needs of business and industry within the workforce development system.

Membership

Chair: Alexander Austin
Lead Staff: Shuana Davis

Committee Members: TBA

FY25 Priorities

- Sector Accelerators – beginning with Cyber/IT, then Healthcare
 - Industry, training and educator roundtables, focus groups
 - Rapid action on “quick wins” and commitments
 - Sector-specific strategic action plans
- Talent Innovation Program & Fund advising/supporting
- School Bus Driver Wage Study advising/supporting

II. Advancing equity and access

Mission

Ensure equitable access to quality training and employment opportunities for all Marylanders

State Workforce Plan Detail

2.2

Strategy: Support employers in building their capacity to recruit, hire, retain, and upskill employees from diverse populations.

2.3

Strategy: Align job matching process and labor exchange systems to support skills-based hiring.

Aligned FY25 priorities

- Access and Equity Committee advise on skills-based hiring study and policy/program recommendations to Governor and Maryland General Assembly (due July 1, 2025)

Access & Equity Committee

Mission

Ensures that the public workforce system is accessible to job seekers with severe barriers to employment. The committee advises on policies and strategies that ensure priority populations have equitable outcomes to pathways to work, wages and wealth.

Membership

Chair: (TBA)

Lead Staff: Shuana Davis

Committee Members: TBA

FY25 Priorities

- Skills-Based Hiring study advising/support
 - Roundtables, interviews (employers, job seekers, national subject matter experts, etc.)
 - Literature review
 - Report with policy/program recommendations for Governor and General Assembly
- Asset Mapping
 - Comprehensively cataloging existing training, education, and supportive services
 - Gap analysis on programs, services relative to demand / need

III. Preparing the Future Workforce

Mission

Transform and expand career-connected learning opportunities to ensure every young person has access to a family sustaining career pathway, regardless of their plans to obtain a college degree

State Workforce Plan Detail

3.1 Strategy: Increase participation in Registered Apprenticeship and attainment of industry-recognized credentials among high school students.

3.2 Strategy: Support dissemination and implementation of best practices for the deployment of career counselors to every public middle and high school in Maryland.

Aligned FY25 Priorities

- CTE Committee policy implementation on apprenticeships and industry-recognized credentials for high school students
- CTE Expert Review Team deployment to assess progress and provide technical assistance
- Report on career counseling best practices

IV. Improving system alignment & accountability

Mission

Revisit system-wide performance goals, expectations coordination, accountability, and feedback loops to ensure workforce system partners are working together efficiently and effectively

State Workforce Plan Detail

4.1

Strategy: Revisit policy and performance incentives and assessment frameworks to align activities with the vision for Maryland's workforce system.

Aligned FY25 Priorities

- Systems Governance Workgroup formation to support continuous coordination and accountability
- Review and revision of existing system governance policies where needed

Systems Governance Workgroup

Mission

Will provide feedback, general guidance and policy recommendations for aligning education, workforce development, economic development, and higher education systems. In particular, the workgroup will support the implementation of operational requirements under the Workforce Innovation and Opportunity Act (WIOA) pertaining to the one-stop delivery system, branded nationally as the American Job Center Network. The workgroup advises, develops, implements, and operationalizes policies that reflect a seamless integrated system.

Membership

Chair: (TBA)
Lead Staff: Shuana Davis

Workgroup Members: TBA

FY25 Priorities

- Scoping Policy Roles/Responsibilities, which likely include (but are not limited to):
 - Local Workforce Development Board and Area certification
 - American Job Center certification
 - Resource Sharing Agreements for job centers

July 1 - December 31 Highlights

New committees hold first meetings, design and launch projects

Ongoing project work

GWDB member final committee sign-ups
June 2023

Study RFPs designed and issued
July 2024

Studies launch
Early September 2024

CTE Committee FY24-27 Implementation Plan complete
August 2024

Systems Governance Workgroup (target launch deadline)
September 2024

National Apprenticeship Week (events TBD)
November 2024

We Are Here

IP Committee / Cyber sector project begins
June / July 2024

Federal plan approval; Regional and local guidance issued
July 2024

CTE Committee IRC, Apprenticeship policies and FY25 ERT deployment plans complete
By August 2024

First Sector-Specific Strategic Action Plan Release - Cybersecurity
October 2024

FY25 Project + New Committee Launch
June 5, 2024

GWDB Quarterly Meeting
Committee reports on outputs to date
September 18, 2024

GWDB Quarterly Meeting
Assessing progress + preparing for 2025
December 11, 2024

Blueprint Goals

These goals define the transformative change that AIB and state and local education leaders and stakeholders are working to accomplish for Maryland students, educators, and communities through the Blueprint's implementation.

- *AIB Updated Comprehensive Implementation Plan, August 2023*

1

Increase in the rate of students—
and reduction of gaps among student groups—
entering kindergarten who are on track to successfully
graduate on time and move on to postsecondary education,
training or well-paying jobs by FY 2032

2

All Maryland students
graduate CCR by FY 2032

3

Achievement gaps are reduced if
not eliminated across all grades and
student groups and LEAs by FY 2032

4

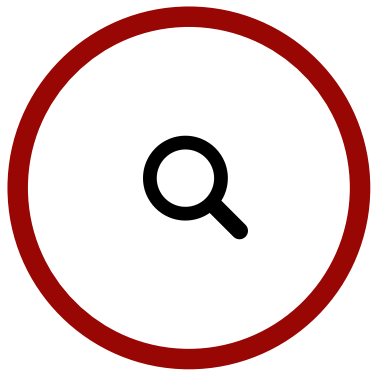
Participation in post-CCR pathways increases equitably
across all student groups, and 45% of high school graduates
earn valuable CTE industry credentials or complete high school
level of registered apprenticeship by FY 2032

5

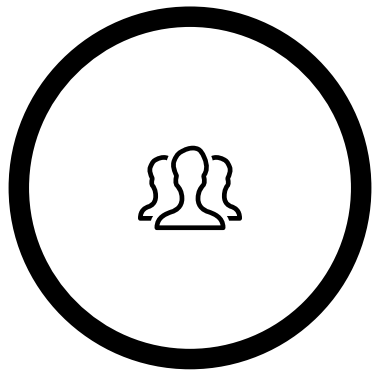
Remediation rates in Maryland community colleges
across all student groups and colleges
are reduced by FY 2032



Industry-Recognized Credentials | Development



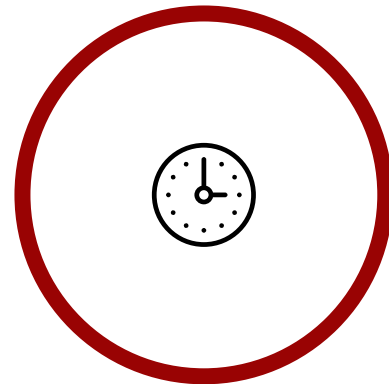
LANDSCAPE
ANALYSIS



STAKEHOLDER
ENGAGEMENT



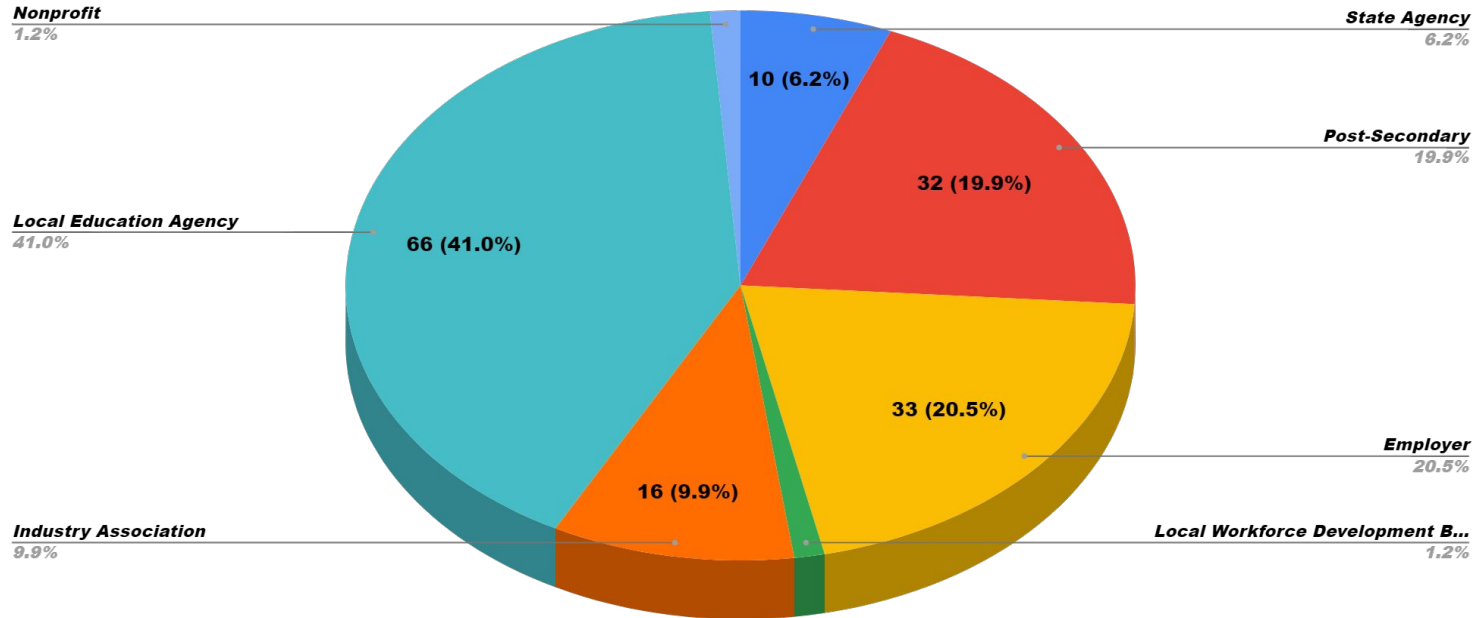
UPDATED POLICY,
APPROVED LIST,
PROCESS



PHASED
APPROACH

Industry-Recognized Credentials | Public Feedback

Count of Organization Type



Maryland

Industry-Recognized Credentials | Scope

The GWDB CTE Committee and MSDE have worked together to coordinate development of one shared list of approved IRCs that both MSDE and the CTE Committee will recognize, in accordance with the CTE Committee's new definition and criteria. The following definition, core criteria, application process, and list of State-approved IRCs will be recognized for the purposes of:

Blueprint

CTE Committee's oversight of progress toward the Blueprint's 45% goal; and

Perkins

MSDE's approval of post-College and Career Readiness pathways and for federal Perkins V funding of programs.

Future Considerations

Explore and refine the application of the IRC definition and criteria in other settings in addition to/outside of high school programs.

An industry-recognized credential (IRC) is a formal validation of an individual's skills and/or competencies that align with state or regional in-demand occupations and is recognized by industry and employers. It may be a certification, license, or credential that is obtained through an assessment process, is portable, and may be stackable. The IRC leads to documented positive employment outcomes, ensures relevance in the labor market, and supports career advancement and economic development for credential holders.



Industry-Recognized Credentials | Core Criteria

1

Aligns with In-Demand Occupations

The credential is associated with occupations that are in high demand or emerging within Maryland as defined by the Governor's Workforce Development Board (GWDB) using state labor market data and employer feedback, or as defined as a regional need or emerging credential by the Local Workforce Development Board.

2

Provides Documented Outcomes

There is evidence of positive employment and wage outcomes for individuals who have obtained the IRC, demonstrating its effectiveness in contributing to workforce readiness and economic advancement.

3

Validated by Industry

The credential is recognized by multiple employers within an industry sector and is developed or endorsed by industry associations when applicable, ensuring its relevance and value in the job market.

4

Assessment-Based

The credential is awarded upon successful completion of an assessment process that may include written, oral, or performance evaluations, demonstrating the individual's mastery of specific knowledge, skills, and abilities required for a particular occupation or skill area.



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Industry-Recognized Credentials | Core Criteria

5

Standards-Driven

The credential is based on industry-accepted standards for skills and competencies, ensuring that it reflects the current needs and practices of the relevant industry.

6

Attainable and Accessible

The credential is attainable by high school students through secondary, postsecondary, or other training programs and is accessible to a wide range of learners, including special populations, to support equity and inclusion in access to attainment of industry-recognized credentials.

7

Portable

The credential can support employment in more than one region of the state and, where applicable, outside the state.

8

Stackable

The credential can:

- be transferred seamlessly to postsecondary work through acceptance for credit or hours in core program courses at an institution of higher education;
- be counted toward hours in an aligned Registered Apprenticeship program; or
- be part of a prescribed coherent sequence of industry-recognized credentials that show progressive skill development and qualify credential earners for professional advancement within their industry

9

Renewable

Where applicable, the credential is renewable, requiring holders to engage in continuous learning or re-assessment to maintain the credential's status and relevance.

preferable



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Industry-Recognized Credentials | Completion



Credential is awarded to the student upon successful completion of an assessment process that may include written, oral, or performance evaluations before they graduate high school.



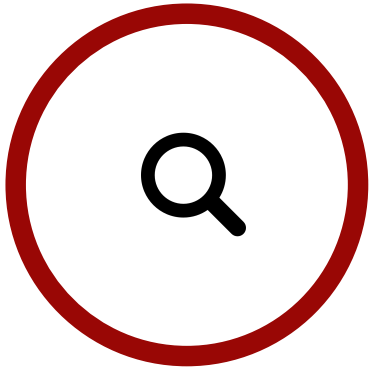
When the collective college credit earned in high school can be applied toward a specific postsecondary certificate or degree that is recognized by the industry for a specific occupation and meets the IRC criteria as defined in this policy.



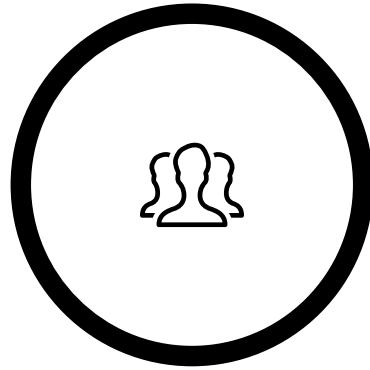
Completion of a pre-apprenticeship program that has been approved for registration of a certification that meets the IRC criteria as defined in this policy.



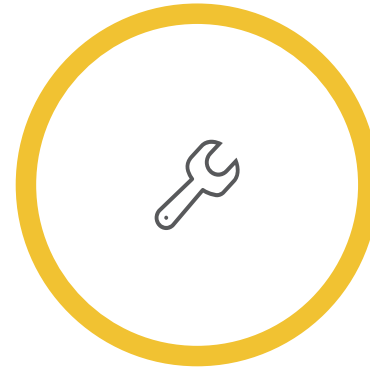
Industry-Recognized Credentials | Next Steps



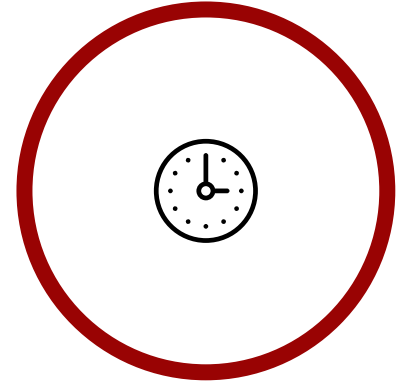
APPROVED LIST



APPLICATION
OPENS



GUIDANCE



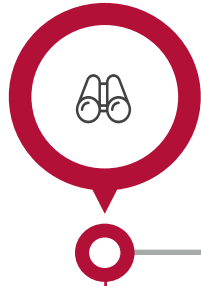
ONGOING
REVIEW

CTE Framework | Background

The Blueprint requires the CTE Committee to develop a statewide framework for CTE that prepares students for employment in a diverse, modern economy. This framework was developed in close collaboration with members of the GWDB CTE Committee, staff of the Maryland State Department of Education (MSDE), and with the assistance of experts at Advance CTE, a national nonprofit membership association representing State CTE Directors and other state leaders of Career and Technical Education.

To view the draft CTE Framework presented on May 22nd, visit www.gwdb.maryland.gov/ctecomm/ctecomm-cteframework_draft52224.pdf

CTE Framework | Development



LANDSCAPE ANALYSIS

Identified promising state and international CTE practices and frameworks



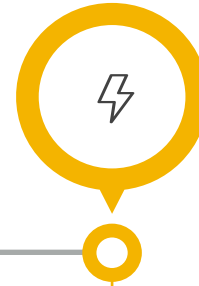
BLUEPRINT ALIGNMENT

Cross-walked these practices to align with the *Blueprint* and other key Maryland documents/policies



COLLABORATION

Facilitated weekly meetings with Advance CTE, MSDE, and CTE Committee staff for ongoing input



STAKEHOLDER INPUT

Engaged CTE Committee members/designees feedback, 3 focus groups, and several one-on-one interviews to incorporate feedback



1

Maximize the percentage of students who meet the state's College and Career Readiness (CCR) Standard by 10th grade, and ensure that all students have the opportunities and support necessary to meet the CCR Standard.



Priority 1 | Strategies

- ✓ 1.1 Expand data and accountability models that value equity and innovation, including building accessible data dashboards with career-ready indicators to address potential equity gaps and enable key stakeholders to make data-driven decisions.
- ✓ 1.2 Focus educator recruitment and retention efforts to reflect a diverse teacher workforce that is responsive to its student demographics.
 - A. Support routine diversity, equity, and inclusion training for employers to create culturally responsive workplace environments.
- ✓ 1.3 Provide opportunities for students who have yet to meet the CCR standard to demonstrate mastery of core academic content as part of a CTE course, which could then be incorporated into the student CCR re-assessment. After a student has been re-assessed and determined to be CCR-ready, they would have access to Registered Apprenticeship participation.



Priority 1 | Strategies

- ✓ 1.4 Define clear mechanisms that are culturally responsive and inclusive to evaluate students' college and career readiness within CTE and career preparation pathways.
- ✓ 1.5 Seek to eliminate and address potential bias and barriers in the CCR standard and assessment to ensure equitable access to CTE coursework and programs of study.
- ✓ 1.6 Collaborate with the Maryland State Board of Education, the Accountability and Implementation Board, and other relevant agencies and partners to analyze whether the current CCR standard is appropriate for determining "career ready."



2

All students participate in high-quality, expert career coaching starting in middle grades and continuing through high school.

Priority 2 | Strategies

- 2.1 Develop a high-quality career coaching framework that clearly articulates a continuum of activities starting in middle grades or earlier, as well as the roles and responsibilities of each entity involved in career coaching.
- 2.2 Expand career exposure and exploration activities in elementary and middle grades through a comprehensive and flexible continuum of career-connected learning opportunities that are responsive to students' evolving needs and interests.
 - A. Include a mechanism for family outreach that prioritizes their collaboration and input in career exposure and exploration to ensure their students are supported in their exploration.



Priority 2 | Strategies



2.3 Prioritize and leverage the individual academic and career plan to start in middle grades and serve as a living document throughout a student's middle and high school experience.

- A. Leverage the early warning system in middle school, called for in the Blueprint, to identify adjustments needed in a student's six-year plan for students who are at risk of not meeting the CCR standard at the end of 10th grade to ensure proactive outreach before students enter high school.



2.4 Develop and offer robust professional development and professional learning communities for all those providing and supporting college and career coaching to eliminate implicit or explicit bias in their work and support student flexibility in exploring and/or changing career paths.



2.5 Provide dedicated career coaching, academic guidance, student counseling services, and other relevant support to students who have yet to meet the CCR standard by the end of 10th grade.



3

All students have access to a comprehensive continuum of career-connected learning and exploration opportunities starting in middle grades or earlier.



Maryland

Priority 3 | Strategies



3.1 Develop a continuum of career-connected learning to demonstrate grade-appropriate opportunities around career exposure, exploration, and preparation, including defining the roles and responsibilities of key stakeholders (e.g., state and local agencies, career counselors, large and small employers, and intermediaries).

A. Identify resources to provide wraparound services and support that are responsive to student needs throughout the career-connected learning continuum experience.



3.2 Redesign CTE and career preparation pathways that have yet to incorporate Registered Apprenticeship and align instruction.



Priority 3 | Strategies



3.3 Partner with and incentivize Maryland employers, including nonprofit entities and apprenticeship sponsors, to develop meaningful and authentic career-connected learning opportunities for students, including special populations, across the upper elementary, middle, and high school levels.

A. Develop plans for participation specific to sector-based industry engagement.



3.4 Supply scaffolding support to Local Workforce Development Boards, Community Colleges, and LEAs to facilitate various types of career-connected learning experiences.



3.5 Modernize the state's Registered Apprenticeship approval process to make it easier and faster for employers and sponsors to establish new Registered Apprenticeships.






4

Provide high-quality CTE and other career preparation pathways, particularly those that support Registered Apprenticeships or other industry-recognized credentials.





Priority 4 | Strategies

-  4.1 Evaluate curriculum standards for CTE and other career preparation pathways routinely to ensure relevant and in-demand opportunities for Maryland students.
-  4.2 Develop and implement mechanisms and incentives to embed industry-recognized credentials (IRCs), as defined by the GWDB CTE Committee, into every CTE and career preparation pathway.
-  4.3 Leverage CTE coursework and programs of study, provided by the Local Education Agency and/or Community College, to serve as all or some of the related instruction (RI) for the high school level of a Registered Apprenticeship as defined by the GWDB CTE Committee.



Priority 4 | Strategies

-  4.4 Ensure robust systems for CTE and career preparation pathway approval and regular review to ensure their alignment to in-demand, high-skill, or high-wage careers, both statewide and regionally, including alignment to related instruction needed for Registered Apprenticeships where applicable.
-  4.5 Strategize effective recruitment standards, incentives, and professional development for CTE instructors within the lens of equity and access.







5

All students can
access robust
technical instruction
opportunities across
content areas.



Priority 5 | Strategies

-  5.1 Implement course equivalency policies to enable Local Education Agencies (LEAs) to offer flexibility for students to meet graduation requirements and to eliminate course sequencing barriers to CTE enrollment.
-  5.2 Provide training and professional development for educators to meaningfully align technical instruction curriculum across academic content areas and course-sequencing.
-  5.3 Provide students with more opportunities to engage simultaneously in CTE and advanced coursework by developing guidance and a process for embedding AP, IB, and dual enrollment/early college courses into CTE Programs of Study.
-  5.4 Utilize the community college and university system to provide related instruction for dual enrollment and Registered Apprenticeships, including those that support degree apprenticeships.



6


CTE and career preparation pathways are aligned with industry needs.




Maryland

GOVERNOR'S WORKFORCE
DEVELOPMENT BOARD

Priority 6 | Strategies

-  6.1 Provide guidance and technical assistance for LEAs, Community Colleges, Local Workforce Development Boards (LWDBs), and employers to design flexible career pathways and Registered Apprenticeships (RAs) that align with state and/or local workforce demand.
 - A. Continuously engage employers and labor market information (LMI) data experts for guidance on industry and workforce needs to remain on the cutting edge of program offerings.

-  6.2 Identify regional and State partnerships and strategies that align with local resources and workforce demand to inform Post-CCR pathways.
 - A. Align existing federal resources and required processes (such as those related to statewide planning or CTE program quality assessment) to ensure federal dollars are used for systemic improvement and innovation to support the goals of the Blueprint and of this framework.



Priority 6 | Strategies

- 6.3 Ensure entities engaged in development of programs of study, Registered Apprenticeship, and industry-recognized credential offerings leverage state and/or regional labor market information (LMI) coupled with employer validation to ensure alignment of skill development to industry need and employability.
- 6.4 Ensure rigorous and comprehensive data and reporting on programs and employment outcomes for students who have completed a Registered Apprenticeship and/or earned an industry-recognized credential to demonstrate its effectiveness in contributing to workforce readiness and economic advancement.
- 6.5 Develop and define mechanisms for ongoing collaboration between LEAs, large and small employers, postsecondary institutions, Maryland Higher Education Commission (MHEC), LWDBs, Maryland State Department of Education (MSDE), GWDB CTE Committee, and MD Labor.





CTE Framework Next Steps



Next Steps

Staff

- Preparing draft State Workforce Strategy document, drawing from submitted Plan
- Building out new committee membership and launching initial projects
- New Committee chairs/co-chairs working with staff to complete committee 12-month work plans for FY25
- RFPs for studies

Members

- Please provide your feedback on the following items when/as requested:
 - Committee projects / work plans for FY25
 - Committee rosters, including individuals / entities not currently serving as GWDB members
 - State Workforce Strategy document