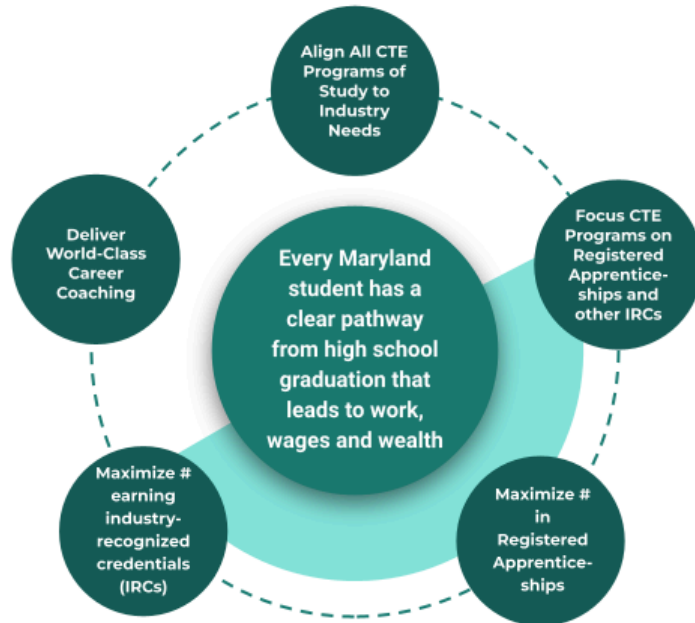


Maryland's CTE Framework (Pre-Design Draft)

Maryland's Career and Technical Education (CTE) Framework lays out the State's vision and priorities for CTE and supports the goals of the *Blueprint for Maryland's Future*.

Vision: Every Maryland student has a clear pathway from high school graduation that leads to work, wages and wealth. All students will have the opportunity to engage in CTE programs that align to high-skill, high-wage, and/or in-demand careers; lead to earning an industry-recognized credential and/or postsecondary credential; and provide quality work-based learning experiences, with Registered Apprenticeship as the gold standard.

To achieve this vision, Maryland's CTE system will do the following:



Ensure all students have access to CTE instruction that is aligned with industry needs and prepares them for real-world careers.

Aligning CTE instruction with industry needs is essential for ensuring that students are well-prepared for the workforce. Education, workforce development, and employer stakeholders must work together to create a strong, supportive ecosystem that provides a range of opportunities for young people to learn critical work-ready skills, build careers, and become the next generation of industry leaders. Through this collaboration, Maryland's CTE programs will reflect the skills and competencies that are in demand and ensure that the instruction our students receive is relevant to current job market needs. Focusing on incorporating credentials and hands-on learning that signal direct industry value and employability will ensure alignment to industry needs.

Implement high-quality CTE programs that support related instruction for Registered Apprenticeships or attainment of other industry-recognized credentials.

To ensure industry alignment and deliver envisioned outcomes for students, CTE programs must play a substantial role in providing the related instruction necessary for Registered Apprenticeships and facilitating the attainment of industry-recognized credentials. As part of this, Maryland must ensure that its CTE programs provide the foundational skills and knowledge that students need before entering the workforce. This includes both technical skills specific to an occupation as well as general workplace competencies. CTE programs will

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help ensure that students are well-prepared for the demands of Registered Apprenticeships and successful completion of other industry-recognized credentials, paving the way for rewarding careers.

Maximize the number of students who complete the high school level of a Registered Apprenticeship.

Registered Apprenticeships provide on-the-job training, allowing young people to gain practical skills in their chosen field while earning an income and working alongside experienced professionals. Most importantly, Registered Apprenticeships confer industry-recognized credentials and typically lead to full-time employment opportunities upon completion, providing a clear and affordable pathway into a stable career with opportunities for upward mobility. To prepare young people for these employment opportunities, Maryland's CTE system will partner with the MD Department of Labor to prioritize supporting related instruction for the completion of the high school level of a Registered Apprenticeship, given this training model's strong proven return on investment for both employees and employers. The "high school level of a Registered Apprenticeship" is defined by the GWDB CTE Committee as completing 144 hours of related instruction and 250 hours of on-the-job training as part of an approved Registered Apprenticeship with the Maryland Apprenticeship and Training Council.^{1 2}

Maximize the number of students who earn other industry-recognized credentials when a Registered Apprenticeship is not available.

An industry-recognized credential (IRC) is defined by the GWDB CTE Committee as 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. Registered Apprenticeships confer IRCs, and for students that are not participating in Registered Apprenticeship, completing another IRC as defined by the GWDB CTE Committee is another way for them to get on a path to financial security, economic mobility and a rewarding career.³

Build a world-class career coaching system that supports student success in College & Career Readiness pathways and post-graduation plans aligned to their skills, interests, and values.

Empowering learners in navigating their career journey requires comprehensive, accessible, and connected career coaching programs that start by engaging young learners. As students develop a solid understanding of their skills, interests, and values, with the support of career coaches, they and their families will be equipped to make informed decisions about the post-College and Career Readiness (CCR) pathway that is most aligned to their future goals. These post-CCR pathway options include CTE programs of study, including those that support Registered Apprenticeship participation or attainment of other industry-recognized credentials, as well as other pathways.

¹ GWDB CTE Committee policy on the High School Level of a Registered Apprenticeship:

https://www.gwdb.maryland.gov/ctecomm/ctecomm-presentation_apprenticeshippolicy82824.pdf

² The *Blueprint for Maryland's Future* ("the *Blueprint*") sets a goal that 45% of public high school graduates will complete the high school level of a Registered Apprenticeship or another industry-recognized credential each year, beginning by the 2030-2031 school year. The law states that "to the extent practicable [...] the largest number" of students reaching the 45% goal must reach that goal through Registered Apprenticeship, and the AIB's implementation plan states that Registered Apprenticeship will be "primarily" the method for reaching the 45% goal.

³ GWDB CTE Committee policy on IRCs: <https://www.gwdb.maryland.gov/ctecomm/ctecomm-ircpolicy52224.pdf>