



**Maryland**

GWDB CTE COMMITTEE

# CTE Committee Meeting

January 30, 2025



# Meeting Goals

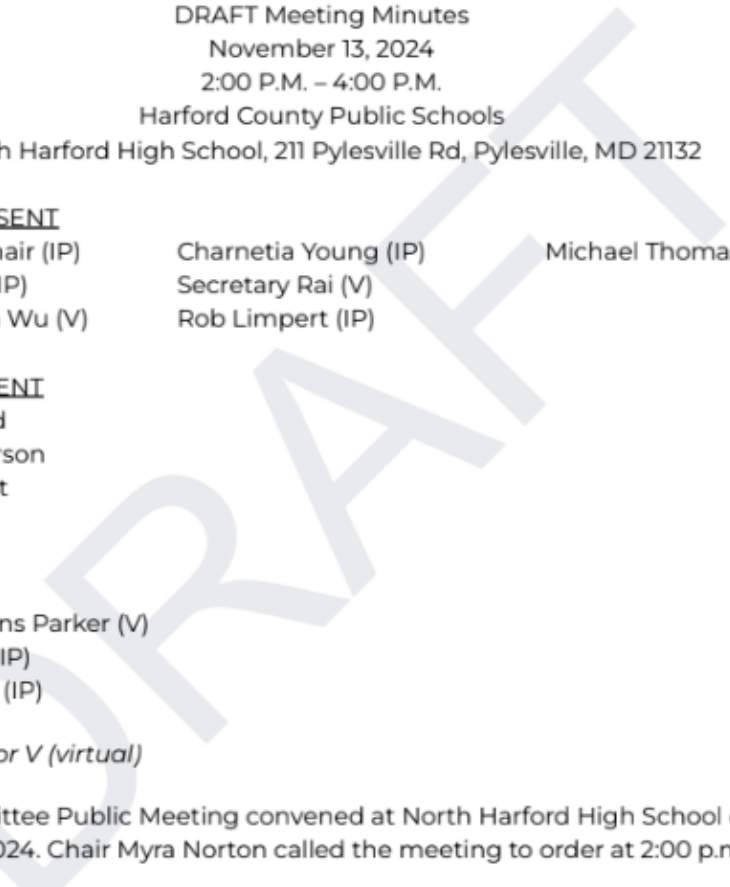
1. Approve IRCs and CTE Framework
2. Finalize Annual Report for submission
3. Discuss career coaching tentative metrics
4. Kickoff 2025!


***Guide key initiatives and implementation plans for 2025***

# Motions to Approve



- ✓ November 13, 2024 Meeting Minutes



  
**Maryland**  
GWDB CTE COMMITTEE

**CTE Committee Meeting**  
DRAFT Meeting Minutes  
November 13, 2024  
2:00 P.M. – 4:00 P.M.  
Harford County Public Schools  
North Harford High School, 211 Pylesville Rd, Pylesville, MD 21132

**MEMBERS PRESENT**  
Myra Norton, Chair (IP)      Charnetia Young (IP)      Michael Thomas (V)  
Matt Holloway (IP)      Secretary Rai (V)  
Secretary Portia Wu (V)      Rob Limpert (IP)

**MEMBERS ABSENT**  
Dr. Donald Boyd  
Secretary Anderson  
Dr. Carey Wright  
Brian Cavey

**GWDB STAFF**  
Rachael Stephens Parker (V)  
Molly Mesnard (IP)  
John Strickland (IP)

*\* IP (in-person) or V (virtual)*

The CTE Committee Public Meeting convened at North Harford High School on November 13, 2024. Chair Myra Norton called the meeting to order at 2:00 p.m.

**WELCOME & OPENING REMARKS**

Chair Myra Norton opened the meeting by expressing gratitude to Harford County Public Schools and Principal Pawlicki for hosting at North Harford High School. The Chair highlighted the enriching school tour conducted prior to the meeting, showcasing the innovative programs at North Harford High School.

1



# Industry- Recognized Credentials





# Annual Report





# Annual Progress | 45% Goal

## Defining the *Blueprint's* 45% Goal

High school students must complete one of the following by graduation to be counted

Options	Details	In 45% Goal	
<b>Registered Apprenticeship (RA)</b>	<ul style="list-style-type: none"> <li>- Gold standard for fulfilling the <i>Blueprint's</i> 45% goal</li> <li>- Requires 144+ hours of related instruction (RI) and 250+ hours of on-the-job training (OJT) before graduation</li> <li>- Does not require completion of entire RA during high school</li> </ul>		
<b>Industry-Recognized Credential (IRC)</b>	<ul style="list-style-type: none"> <li>- IRC that validates skills for in-demand occupations and is recognized by employers, as approved by the GWDB CTE Committee</li> <li>- Student must earn an IRC on the approved list</li> <li>- Student can also complete as part of a YA (see below)</li> <li>- Should be pursued when a RA is not available</li> </ul>		
	<table border="1"> <tr> <td>Youth Apprenticeship (YA) + IRC</td> <td>- Student must have completed an IRC, per above, as part of their YA</td> </tr> </table>	Youth Apprenticeship (YA) + IRC	- Student must have completed an IRC, per above, as part of their YA
Youth Apprenticeship (YA) + IRC	- Student must have completed an IRC, per above, as part of their YA		
YA Only	- Completion of YA without an IRC may still be a valuable experience for some students and employers, but cannot count toward the <i>Blueprint's</i> 45% goal		

# Annual Progress | 2024-25 SY



4,674  
IRC  
Completion\*

607  
High School  
Level RA  
Completion\*\*

57,579  
Total  
Graduates\*\*\*

9%  
Meeting the  
Goal

*\* The CTE Committee's approved list of IRCs will not go into effect until the 2025-2026 SY. Given that the updated list of approved IRCs wasn't approved until the summer of 2024, reporting on IRC attainment for the 2023-2024 SY will include students who attained IRCs that are no longer approved.*

*\*\* The CTE Committee's Apprenticeship Policy was not in effect until the 2025-2026 SY. Age was used as a proxy to determine RAs most likely in high school last SY. As such, this number is not precise for those meeting the current definition of a high school level of a RA.*

*\*\*\* This is the four-year graduation cohort, which is the class of students who entered 9th grade at the same time and then graduated four years later at the end of the 2024-2025 SY.*

# Annual Progress Targets | 45% Goal



Employer Demand Strategy

1

Industries with  
RA

2

Industries with  
some RA

3

Non-  
traditional/  
industries with  
no RAs



# State of CTE



## Engagement

Students and instructors are very engaged in CTE, and overall connected to the workforce.



## Infrastructure

Limited resources (funding, space, and instructors) for expansion needed for scaling.

## Regional Variation

Differences in CTE completion rates, high-demand industries, and barriers.

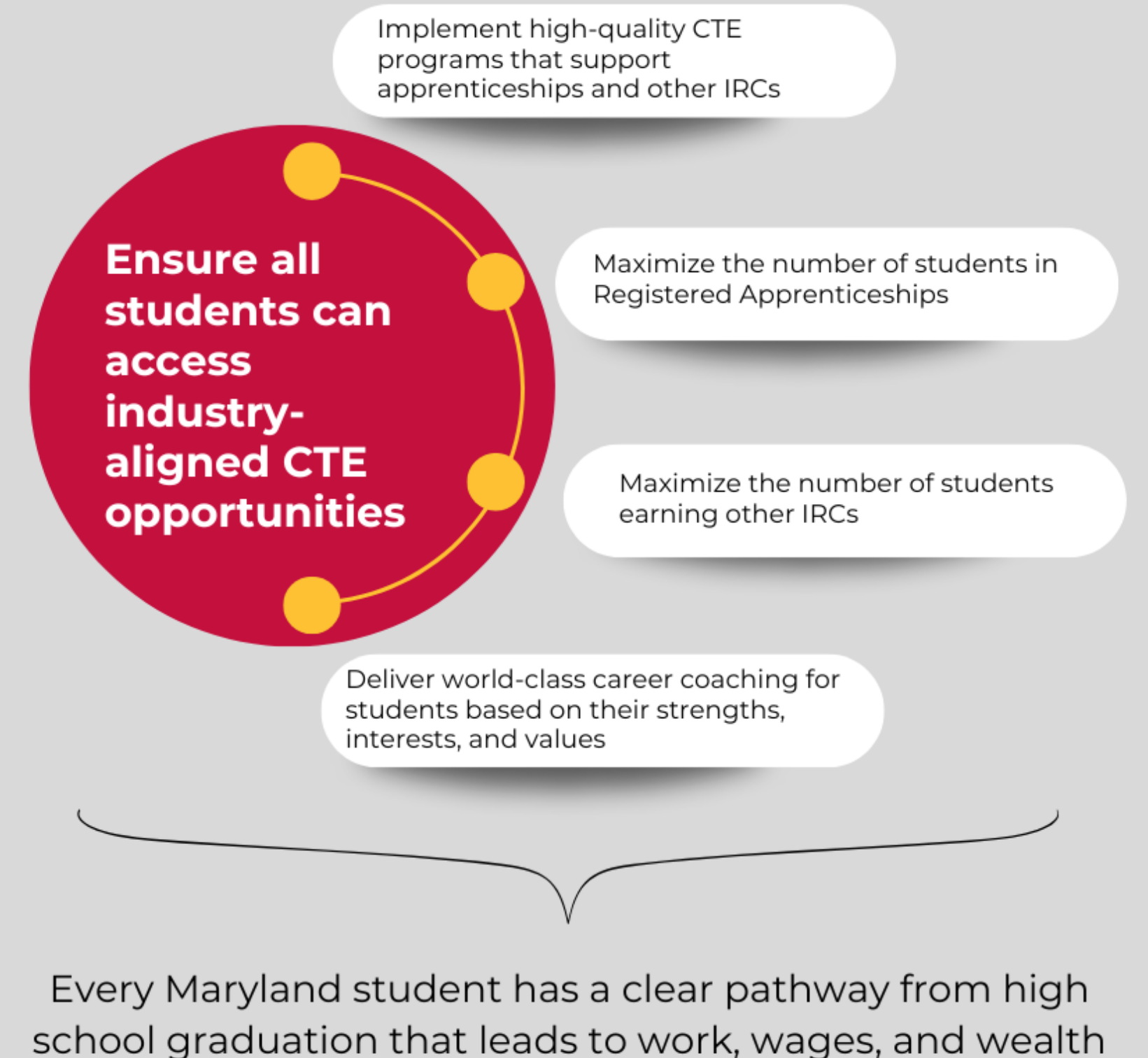
# CTE Framework

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*.

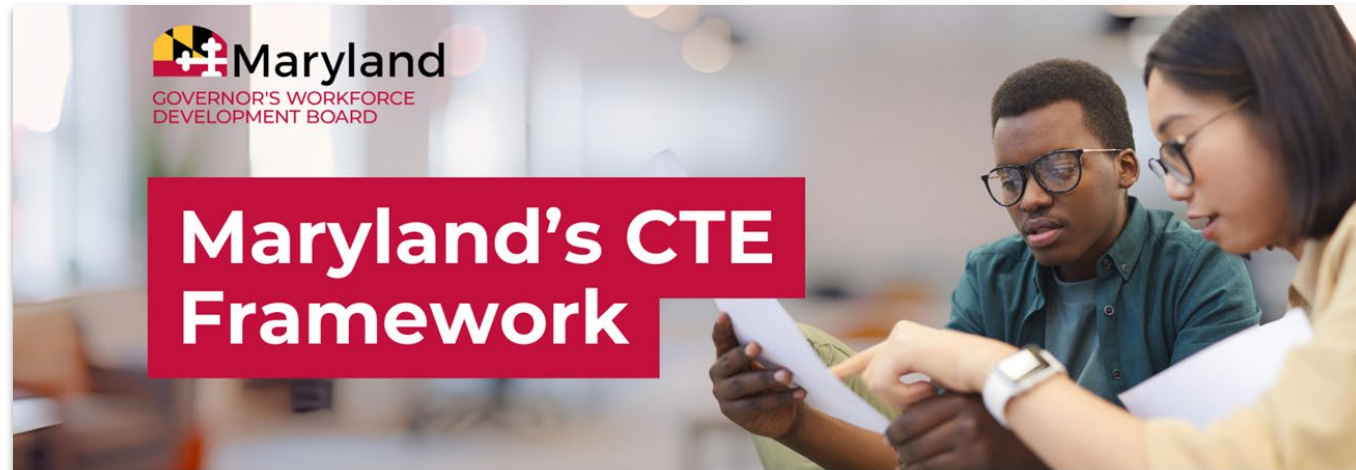
## Vision:

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:



# CTE Framework



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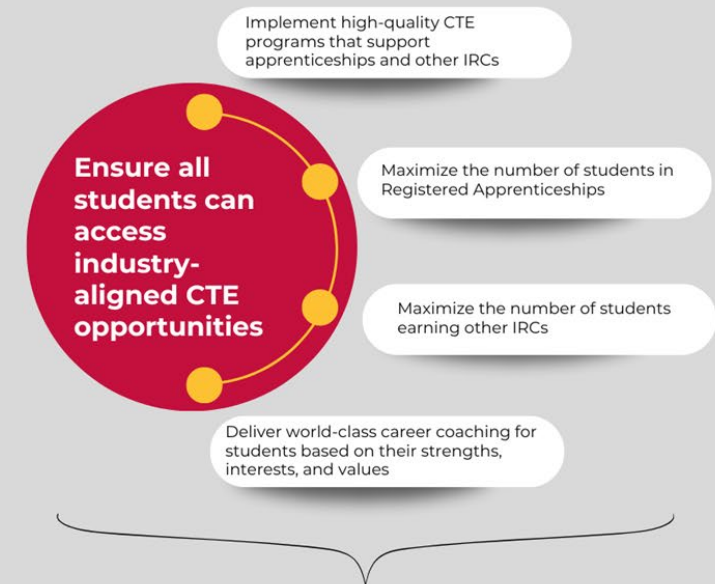
## Vision:

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Ensure all students have access to CTE instruction that is aligned with current and future 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 and future job market needs. Focusing on incorporating credentials and hands-on learning that signal direct industry value and employability will ensure alignment to industry needs.

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



Every Maryland student has a clear pathway from high school graduation that leads to work, wages, and wealth

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 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 Maryland 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 at least 250 hours of on-the-job training as part of an approved Registered Apprenticeship with the Maryland Apprenticeship and Training Council.<sup>1 2</sup>

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.<sup>3</sup>

Build a world-class career coaching system that supports student success in post-College and Career Readiness pathways and post-graduation plans aligned to their strengths, 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 strengths, 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 Apprenticeship Policy: [www.gwdb.maryland.gov/policy/gwdbcte2024commapprenticeshippolicy.pdf](http://www.gwdb.maryland.gov/policy/gwdbcte2024commapprenticeshippolicy.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.  
 3: GWDB CTE Committee IRC Policy: [www.gwdb.maryland.gov/policy/gwdbcte2024commindustrycredentialpolicy.pdf](http://www.gwdb.maryland.gov/policy/gwdbcte2024commindustrycredentialpolicy.pdf)





**Career  
Coaching  
*Blueprint*  
Implementation**

# Purpose of Today's Discussion



- 1. Review overview and why/how definitions and tentative metrics were developed**
- 2. Metrics for the CTE Committee's evaluation are tentative, pending review of the evaluator conducting the evaluation**
- 3. Review and discuss tentative metrics**
- 4. Based on discussion, modify language (if applicable)**
- 5. Staff to continue collaborating with AIB and MSDE staff on the specific data collection tools and process, and evaluation scope and deadline**

# Career Coaching | Overview



## Purpose

The *Blueprint for Maryland's Future* establishes a **new career counseling program** to provide individualized career counseling services to every middle and high school student, including guiding students in choosing one or more post-college and career readiness (post-CCR) pathways. (Md. Code, Educ. § 7-127)\*

*\* **Note:** While the Blueprint refers to “career counseling,” the term most commonly used among local partners is “career coaching” (to avoid confusion with the work of professional school counselors). Therefore, the remainder of this document will refer to this work as “career coaching.”*

## Partners

The *Blueprint for Maryland's Future* requires active involvement of multiple partners to design the program with a clear understanding of the local workforce, related needs, and career projections. Required partners include: the Local Education Agency (LEA), Local Workforce Development Board (LWDB), and Community College; additional partners in this work include local businesses and employers, principals and educators, professionals from diverse industries, students and families.

# Career Coaching | Implementation\*



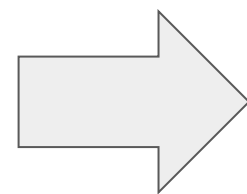
- **Funding** | The state provides funds to county boards who then distribute it per the MOU. The allocation is \$62 per student in FY24 and adjusted for inflation in FY25 and FY26. Funding will continue in the Local Education Agency (LEA) foundation formula funding for FY27 and beyond.
- **Collaboration** | The program emphasizes collaboration and requires a formal agreement between the county school board, Local Workforce Development Board, community college, and potentially an American Job Center to deliver these services.
- **Reporting** | Local Workforce Development Boards in collaboration with the Local Education Agency and Community College must report on the use and impact of these funds to the Accountability and Implementation Board (AIB).

# Career Coaching | Evaluation Overview



## Overview

- As written in the *Blueprint*, the CTE Committee will evaluate best practices in career counseling programs and share findings with LEAs, LWDBs, and community colleges.
- To prepare for the evaluation (due December 1, 2025\*), the CTE Committee is working with partners to **develop metrics and objectives** for this evaluation.



## Metric Development Process

- **Collaboration with state partners** | initial objectives and definitions were developed with input from the AIB, MSDE, MWA, and Educators Cooperative.
- **Local focus groups** | LEA, LWDB, and community college partners provided feedback in two focus group sessions.
- **Broad feedback** | input was gathered from state partners, local focus groups, and the AIB Pillar 3 Advisory Committee.
- **Public discussion** | draft definitions and tentative metrics presented to the GWDB at a public meeting.



# Career Coaching Definition and Metric Development | Stakeholder Engagement

**September** - Held focus group meeting of LWDBs, LEAs, and Community Colleges focused on career counseling objectives and definitions

**October** - Conducted one-on-one meetings with various stakeholders (LEAs, State Agency Staff, LWDBs)

**November** - Conducted second focus group of LWDBs, LEAs and Community Colleges focused on career counseling metrics to be collected; Presented to AIB Pillar 3 Advisory Committee

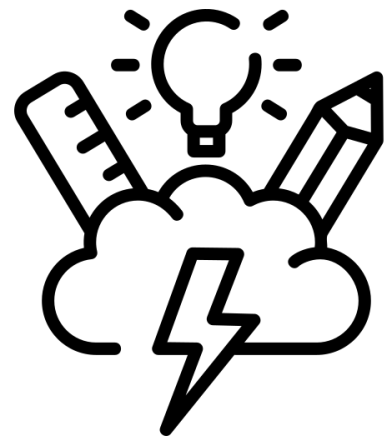
**December** - Gathered feedback from LWDBs, LEAs, Community Colleges, and state agencies on draft career counseling metrics; Presented to and gathered feedback from GWDB members, which includes CTE Committee members



# Objectives of Career Coaching for Students

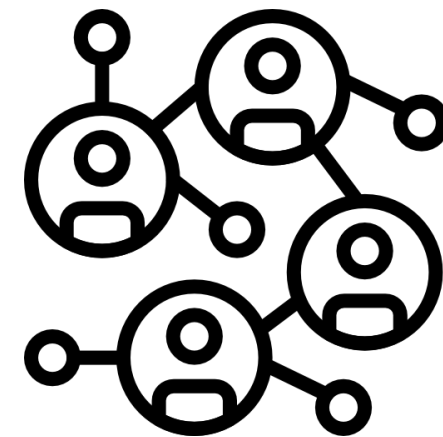


## Explore



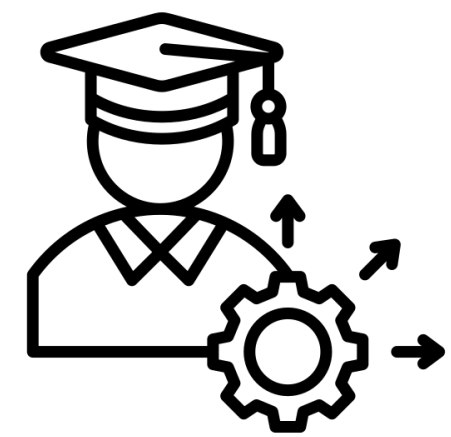
*Guide students' exploration of their strengths, interests, and values to support their post-CCR (College and Career Readiness) Pathway selection*

## Connect



*Connect employers and students to enhance students' understanding of and interest in career options*

## Empower



*Support students in developing and advancing along a six-year plan and for their future beyond graduation*

# Defining Key Terms



## ***Career Coaching Services / Activities***

Career coaching services and activities, which can be performed in individual or group settings with students (including with other teachers, counselors, or parents), include, but are not limited to:

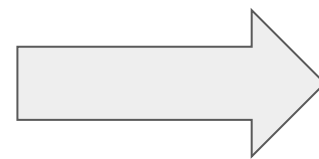
- Career assessments: helping students identify strengths, interests, values, and personality traits through assessments, questionnaires, self-exploration and/or one-on-one discussions
- Career exploration: introducing students to a wide range of industries, professions, and educational pathways through discussions, interest surveys, guest speakers, field trips, special events, and real-world examples
- Goal setting: working with students to set short- and long-term career goals to help students understand what steps they need to take to get there as part of their six-year plan
- Educational guidance: advising on high school career pathway and extracurricular activities connected with students' career interests
- Decision-making: helping students weigh their options, considering personal interests, academic abilities, and job markets to make well-informed decisions
- Support and encouragement: providing support and encouragement to help students overcome obstacles and stay motivated

# Career Coaching | Program Activities



## Career Coaching activities that Explore, Connect and Empower students:

- Career assessments
- Career exploration
- Goal setting
- Educational guidance
- Decision making
- Support and encouragement
- Monitoring
- Guidance/support on individualized six-year plan
- Guidance/support on **post-CCR pathways**



## Post-CCR Pathways Include:

- Advanced Placement (AP)
- International Baccalaureate (IB)
- Cambridge Advanced coursework
- Dual Enrollment/Early College
- Career and Technical Education (CTE) programs
- Comprehensive Arts
- High school level of a Registered Apprenticeship

# Defining Key Terms (continued)



## **Individualized Career Coaching**

Career coaching services/activities that are aligned with a student's individual strengths, interests, and values, including one-on-one activities as well as group activities such as those defined under "career coaching services/activities." The goal is for students to develop an individualized six-year plan based on their strengths, interests, and values. Individualized six-year plans are conceived through a combination of counseling, career conversations, and explorations.

The *Blueprint* states that each grade 6-12 student should receive "individualized career counseling" every school year. However, it is not expected that career coaching always takes place one-on-one.

## **Six-Year Plan**

The six-year plan is a personalized roadmap developed in middle school that guides students through their four years of high school and the two years beyond graduation, outlining academic, career, and postsecondary goals.\* It incorporates career exploration, course selection, and actionable steps to ensure readiness for college, career, military, or national service. The plan is updated annually by students along with advisors, such as career coaches, to ensure the plan is meaningful, the student is participating in relevant activities, and to reflect students' evolving strengths, interests, and values. MSDE will be providing further guidance on the six-year plan in 2025.

\* COMAR 13A.04.10.01, [dsd.maryland.gov/regulations/Pages/13A.04.10.01.aspx](https://dsd.maryland.gov/regulations/Pages/13A.04.10.01.aspx)

# Defining Key Terms (continued)



## **All Students**

The *Blueprint* states that all Maryland public middle and high school students (grades 6-12) should receive career counseling. Serving all students is a team effort, the requirements for which will vary depending on the student.

- Students receiving special education services, even those with the most significant needs, must receive differentiated career coaching services.
- If 6th grade is located in an elementary school, those 6th graders are not required to receive career coaching. In a K-8 setting, all middle school students are to receive career coaching.
- Career coaching must be provided to students attending Maryland charter schools and alternative schools. Charter and alternative schools are publicly funded and therefore are included in the funding plan and student count.

## **Organizations to be engaged in career coaching**

Career coaches will engage with several types of organizations in order to offer programming to students, including, but not limited to: employers, non-profits, wraparound agencies, unions, trade associations, higher education institutions, and government agencies.

# Measuring the Effectiveness of Career Coaching



## **State metrics and guidance will:**



Inform career coaches, LEAs, LWDBs, and Community Colleges of critical data to collect, including recommendations on format (e.g., surveys)



Highlight successful outcomes and areas for improvement; allow best practice sharing across the state



Guide check-in conversations between LEAs, LWDBs, and Community Colleges

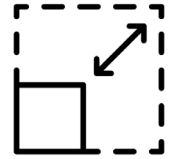


Inform the CTE Committee's Career Coaching Evaluation

# Types of Metrics



## Implementation



Descriptive metrics (both qualitative and quantitative) that outline the scope of career coaching programs (e.g., funding, hires, descriptions of partner organizations engaged in activities)

## Impact



Metrics focused on the effectiveness of a given career coaching program. Programs must **follow guidelines and best practices** as shared by the AIB and/or CTE Committee, including:

- Supporting students in the creation of six-year plans
- Effectively guiding students to meet or change plans
- Supporting students in selecting and completing a post-College and Career Readiness (“post-CCR”) pathway that is aligned with their career interests

## Long-Term Student Outcomes

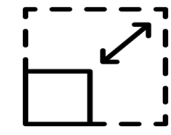


In the long-term, the effectiveness of any career coaching program will be based on **how much student outcomes have improved due to career counseling**. *This will require longer-term measurements to be developed, which are outside of the AIB annual reports and will not be a factor in the GWDB CTE Committee evaluation in 2025.*





# Proposed metrics



## Implementation

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- Planned & actual spending\*
- Planned & actual hires\*
- % of coaches completing required trainings\*
- # of businesses supported by coaching efforts

*\*The AIB is currently collecting this metric in its Career Counseling Annual Report*

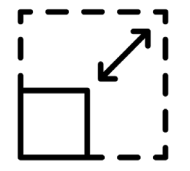


## Impact

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% of students:

- with 6-year plan before high school
- who demonstrate self-awareness
- complete career assessments (before 9th and during High School)
- who participate in career exploration (and # of activities)
- identify post-CCR pathways and post-graduation plans



# Implementation Metrics (1 of 2)



## **METRIC | Planned spending**

- **Disaggregate by |** Organization
- **Data Source |** LEA Financial System

## **METRIC | Actual spending**

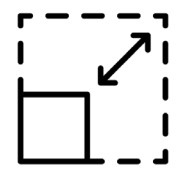
- **Disaggregate by |** Organization, Category (Salaries and Wages, Contracted Services, Software, Transportation, Professional Development)
- **Data Source |** LEA Financial System

## **METRIC | Number of planned hires**

- **Disaggregate by |** Organization, Staffing category (Direct Service to Students and Management/Supervision)
- **Data Source |** Partners' HR Systems

## **METRIC | Number of actual hires**

- **Disaggregate by |** Organization, Staffing category (Direct Service to Students and Management/Supervision)
- **Data Source |** Partners' HR Systems



# Implementation Metrics (2 of 2)



**METRIC | % of coaches completing all required trainings under state law for providing services in school settings, including MSDE-required trainings and *Blueprint*-required bias training**

- **Denominator** | All coaches
- **Disaggregate by** | Organization, Staffing category (Direct Service to Students and Management/Supervision)
- **Data Source** | MSDE

**METRIC | Number of businesses and organizations that supported your career coaching efforts this year **(NEW METRIC)****

- **Disaggregate by** | Organization type
  - **Note:** *This does not include the CTE career clusters program advisory committees*
- **Data Source** | LWDB in collaboration with local partners



# Tentative Impact Metrics (1 of 4)



## **METRIC | % of students who complete a six-year plan before beginning high school**

- **Denominator** | All 8th grade students
- **Disaggregate by** | Demographics, support services, grade
- **Data Source** | LWDB in collaboration with local partners

## **METRIC | % of students who demonstrate self-awareness (identified their strengths, interests, and values)**

- **Denominator** | All middle and high school students
- **Disaggregate by** | Demographics, support services, grade
- **Data Source** | LWDB in collaboration with local partners

## **METRIC | % of students who complete career assessments by the end of 8th grade**

- **Denominator** | All 8th grade students
- **Disaggregate by** | Demographics, support services
- **Data Source** | LWDB in collaboration with local partners



# Tentative Impact Metrics (2 of 4)



## **METRIC | % of students who complete a career assessment in high school**

- **Denominator** | All high school students
- **Disaggregate by** | Demographics, support services
- **Data Source** | LWDB in collaboration with local partners

## **METRIC | % of unique students who participate in career exploration activities**

- **Denominator** | All middle and high school students
- **Disaggregate by** | Demographics, support services, grade, activity (*be specific on the type of activity, e.g. is the field trip to a community college CTE program, college/university dual enrollment/early college visit, training center, job site etc.*)
- **Data Source** | LWDB in collaboration with local partners



# Tentative Impact Metrics (3 of 4)



## **METRIC | Average # of career exploration activities participated in per student**

- **Denominator** | All middle and high school students
- **Disaggregate by** | Demographics, support services, grade, activity (*be specific on the type of activity, e.g. is the field trip to a community college CTE program, college/university dual enrollment/early college visit, training center, job site etc.*)
- **Data Source** | LWDB in collaboration with local partners

## **METRIC | % of 10th graders with identified post-CCR pathway preferences**

- **Denominator** | All 10th grade students
- **Disaggregate by** | Demographics, support services, pathway
- **Data Source** | LWDB in collaboration with local partners



# Tentative Impact Metrics (4 of 4)



## **METRIC | % of 12th graders with identified post-graduation plans**

- **Denominator** | All 12th grade students
- **Disaggregate by** | Demographics, support services, plan type (e.g. post-secondary education, Registered Apprenticeship, employment, military, service year)
- **Data Source** | LEA

# Student & Career Coach Survey



- **It is anticipated that a student survey will be administered annually to measure student satisfaction with career counseling services**
- **To the extent practical, the student survey will be incorporated into existing MSDE student surveys**
- **A survey and/or focus group(s) of career coaching staff is also under consideration for development**
- **The final questions for the student survey and career coach survey/focus group will be designed by the CTE Committee's Career Coaching Evaluator and the AIB**



# Sample Student Survey Questions (1 of 2)



- How would you describe your overall satisfaction of your interactions with your Career Coach?
- After engaging in career coaching activities, do you have a better understanding of your strengths, career interests, and work-related values?
- Did your career coach connect you to another resource in school, such as a counselor, transition support teacher, or Career and Technical Education (CTE) teacher to learn more about your career interest and options?
- Did the career coaching activities you participated in this [day/week/month/year] help you have a better understanding of the skills needed in the career(s) you are most interested in?
- Did the career coaching activities you participated in this [day/week/month/year] help you have a better understanding of your path to being College and Career Ready, according to the state's standard, by the end of 10th grade?

# Sample Student Survey Questions (2 of 2)



- Did the career coaching activities you participated in this [day/week/month/year] help you have a better understanding of which pathway is of most interest to you beginning in 11th grade, after you achieved the College and Career Readiness standard? (For example, an AP/IB, CTE, apprenticeship, or dual enrollment pathway aligned to your career interests)
- Did the career coaching activities you participated in this [day/week/month/year] help you have a better understanding of how to prepare for and qualify for (if applicable) the Post-College and Career Readiness pathway(s) of most interest to you as noted above?
- Did your career coach help you identify, prepare for, and/or adjust your educational plan to align with your career goals?
- Did your career coach help you develop your post-graduation plans?

# Sample Career Coach Survey/Focus Group Questions



**The final career coach staff questions and collection method will be designed by the CTE Committee's Career Coaching Evaluator\***

- How prepared do you feel to support students/provide information on post-CCR options and jobs/careers in the area?
- How prepared do you feel to work with students receiving intervention services?
- What training was the most beneficial to you?
- Is there anything you would like to be trained on but haven't yet received?

*\* The CTE Committee's Expert Review Team visits include a focus group of career coaches, so some of this information may be gathered utilizing that format.*



# Career Coaching Next Steps

- Update draft, if applicable
- Collaborate with AIB and MSDE on the specific data collection tools and process, and evaluation scope and deadline
- Finalize Career Coaching evaluation process
  - Evaluator to review tentative metrics
- Collaborate with partners and develop trainings on defined terms



# Chair

# Report





# State Initiatives to Expand RA

## Governor's Apprenticeship Pledge

Invites employers from all industries across Maryland to transform their workforce through Registered Apprenticeship, creating a stronger and more inclusive economy. Goal: Recruit 500 employers and 5,000 apprentices by the end of the year.

## RAISE Act (HB 501, SB 431)

Establishes the Maryland Office of Registered Apprenticeship Development, creates two new programs to help both employers and workers participate in RA programs and offers pathways to automatic licensure for certain apprentices.

## On the horizon...

- Apprenticeship 2030 Commission final report
- Philanthropic investments





# Maryland Business Summit on Engaging the Future Workforce | Recap

## Event Focus

The Maryland Business Summit brought together 150 leaders from business, policy, and community sectors to discuss strategies for engaging and empowering the next generation of workers

## Success Stories

Business leaders and panelists shared practical solutions and actionable strategies to address youth workforce challenges. Attendees left with a refreshed perspective on the immense potential and value of young workers, inspired directly by the personal stories shared by the youth themselves

## Next Steps

The GWDB team is making direct connections among businesses, education partners, and workforce development organizations to drive efforts in engaging and supporting the future workforce.



# Next Steps



***Save the Date: Next CTE  
Committee is 4/10/25 in  
Calvert!***

Finalize and submit the Annual Report.

- Develop CTE Framework implementation guidance

Continue collaboration with partners to set up processes for career coaching metrics, and finalize next steps on the evaluation.

Partner with member agencies and industry experts to develop a coordinated employer demand strategy.

Pre-planning for the May/June 2025 Strategic Planning and Implementation Retreat.