



Maryland

GOVERNOR'S WORKFORCE
DEVELOPMENT BOARD

CTE COMMITTEE

Quarterly Public Meeting | August 28, 2024

Welcome & Opening Remarks

Myra Norton, Chair



Maryland

Motion


Approval of Minutes:



May 22, 2024



June 26, 2024


Maryland
GOVERNOR'S WORKFORCE
DEVELOPMENT BOARD

CTE Committee Meeting
Meeting Minutes
May 22, 2024
2:00 P.M. – 4:00 P.M.
North Point High School
2500 Davis Road, Waldorf, MD 20603

MEMBERS PRESENT

Myra Norton, Chair (IP*)	Matt Holloway (IP)	Dr. Carey Wright (IP)
Dr. Donald Boyd (IP)	Secretary Portia Wu (IP)	Secretary Rai
Secretary Anderson (IP)	Charnetia Young (V)	Michael Thorpe

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

MEMBERS ABSENT
Brian Cavey

GWDB STAFF
Rachael Stephens Parker
Molly Mesnard
John Strickland

WELCOME & OPENING REMARKS

The meeting opened with Myra Norton, Chair of the CTE Committee, who welcomed attendees and shared her enthusiasm for the ongoing efforts to enhance CTE and Technical Education (CTE) in Maryland. She also expressed her gratitude to the attendees and Charles County Public Schools, who gave a tour and whose program prepared food for the occasion. Chair Norton used this time to introduce the attendees to the new legal counsel, Peggy Dall'Acqua, as well.


APPROVAL OF MINUTES

The minutes from the previous meeting on February 28, 2024, were reviewed and approved without any amendments.

INDUSTRY-RECOGNIZED CREDENTIAL (IRC) POLICY

Chair Norton introduced the importance of the Industry-Recognized Credential process, and then turned the meeting over to Molly Mesnard, Deputy Director of the Committee and Richard Kincald, Senior Executive Director, Office of College

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GOVERNOR'S WORKFORCE
DEVELOPMENT BOARD

CTE Committee Special Meeting (Virtual)
Meeting Minutes
June 26, 2024
2:00 P.M. – 3:00 P.M.

MEMBERS PRESENT

Myra Norton, Chair	Matt Holloway	Dr. Carey Wright
Dr. Donald Boyd	Secretary Wu	Secretary Rai
Secretary Anderson	Charnetia Young	Rob Limpert

MEMBERS ABSENT
Brian Cavey
Secretary Rai

GWDB STAFF
Molly Mesnard
John Strickland

WELCOME & OPENING REMARKS

Chair Norton welcomed members and introduced new member Robert Limpert. Chair Norton emphasized the importance of the ERT plan in supporting LEAs with CTE implementation.

CTE EXPERT REVIEW TEAM DEPLOYMENT PLAN SY 2024-2025

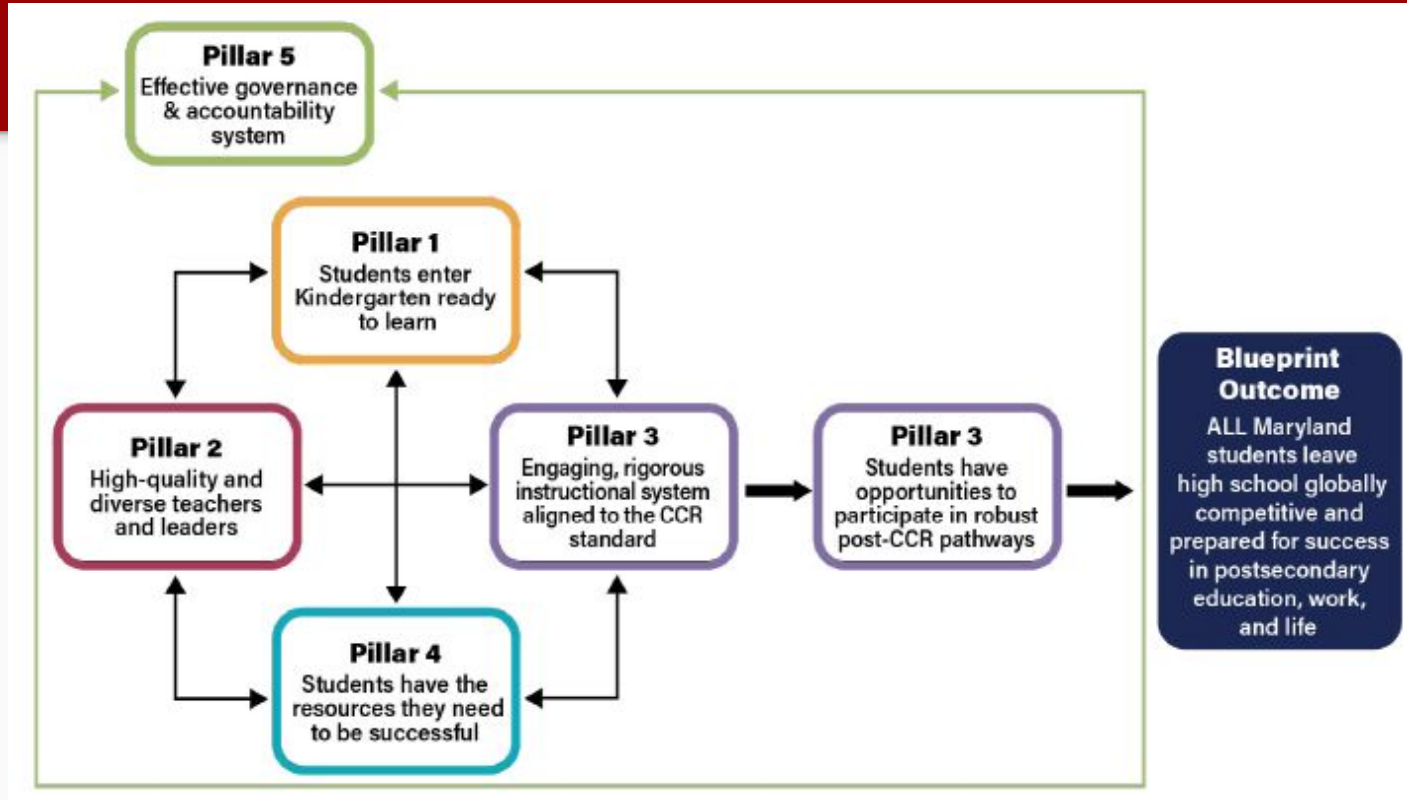
The CTE Expert Review Team (ERT) Deployment Plan for SY 2024-2025 was presented by John Strickland and Jackie Kraemer, Director, Policy Analysis and Development at the National Center for Education and the Economy (NCEE). The CTE ERT plan aims to monitor progress in creating a robust CTE system across Maryland, targeting visits to 13 Local Education Agencies (LEAs) in the first year. The strategy focuses on district-level visits rather than individual schools, with at least two schools visited per LEA. The goal is to establish a baseline understanding of CTE implementation and track progress toward the target of 45% of high school graduates completing a Registered Apprenticeship or earning an industry-recognized credential.

The presentation highlighted successful pilot visits to Queen Anne's and Anne Arundel counties. Committee members discussed data collection, support for LEAs, and the iterative nature of the process. The plan was described as flexible, while also

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Discussion of Strategy for the Work Ahead

The Blueprint for Maryland's Future



AIB. (2023). *Blueprint Comprehensive Implementation Plan*. <https://tinyurl.com/aibbpcmpplan2023>



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's Blueprint Comprehensive Implementation Plan (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



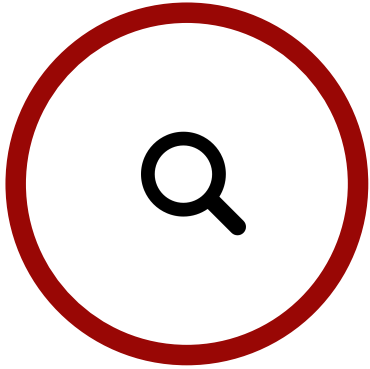
“...45% by the 2030–2031 school year, for the percentage of high school students who, prior to graduation, complete the high school level of a Registered Apprenticeship or ~~an~~ another industry-recognized occupational credential.

To the extent practicable, the CTE Committee shall ensure that the largest number of students achieve the requirement of this subsection by completing a high school level of a Registered Apprenticeship program approved by the Division of Workforce Development and Adult Learning within the Maryland Department of Labor.”

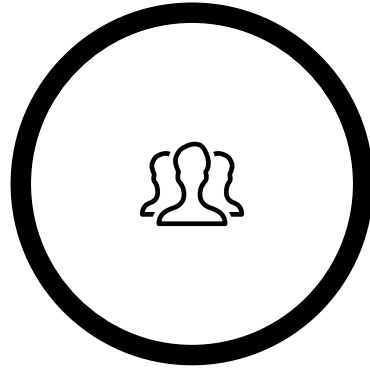
Md. Code, Educ. § 21-204



Apprenticeship Policy | Development Process



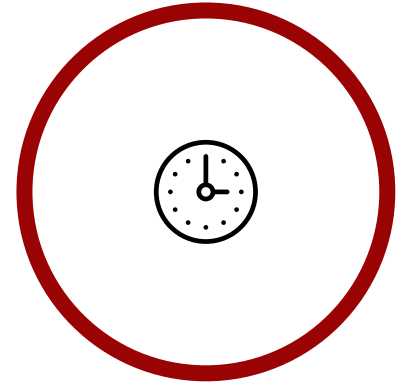
DEVELOPMENT



**STAKEHOLDER
ENGAGEMENT**







UPDATED POLICY



**PHASED
APPROACH**

The Blueprint's 45% Goal Components

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

	Details	In 45% Goal
1 Registered Apprenticeship (RA)	<ul style="list-style-type: none">• Gold standard for fulfilling the <i>Blueprint's</i> 45% goal• Requires 144+ hours of related instruction (RI) and 250+ hours of on-the-job training (OJT) before graduation• Does <u>not</u> require completion of entire RA during high school	
2 Industry Recognized Credential (IRC)	<ul style="list-style-type: none">• Student must complete an IRC as defined and approved by the GWDB CTE Committee¹• Student can also complete as part of a YA (see below)• Should be pursued when an RA is not available	
Youth Apprenticeship (YA) + IRC	<ul style="list-style-type: none">• Student must have completed an IRC, per above, as part of their YA (counts toward IRC category of 45%)	
YA only	<ul style="list-style-type: none">• Completion of YA without an IRC may still be a valuable experience for some students and employers, but <u>cannot</u> count toward the <i>Blueprint</i> 45% goal²	

1. To view the GWDB CTE Committee's IRC policy of what IRCs are approved and the definition of what counts as completion of an IRC to date, please visit www.gwdb.maryland.gov/ctecomm/ctecomm-ircpolicy52224.pdf

2. YA only cannot be included in the 45% goal given statutory definitions and interpretation of the law from the AIB.



Tools to Expand Apprenticeship

- CTE programs provide the related instruction (RI)
- LEAs award credit toward a high school diploma for on-the-job training (OJT) and RI
- OJT can take place during traditional school hours and during non-school hours
- Perkins funds may be used to support RA
- Age does not impact worker compensation rates
- Hazardous occupation exemptions
- Funding opportunities:
 - [Apprenticeship Grants](#)
 - [Maryland Tax Credit for Eligible Apprentices](#)
 - [Local Workforce Development Boards](#)
- 32 full-time MATP staff available to assist with creating and expanding programs

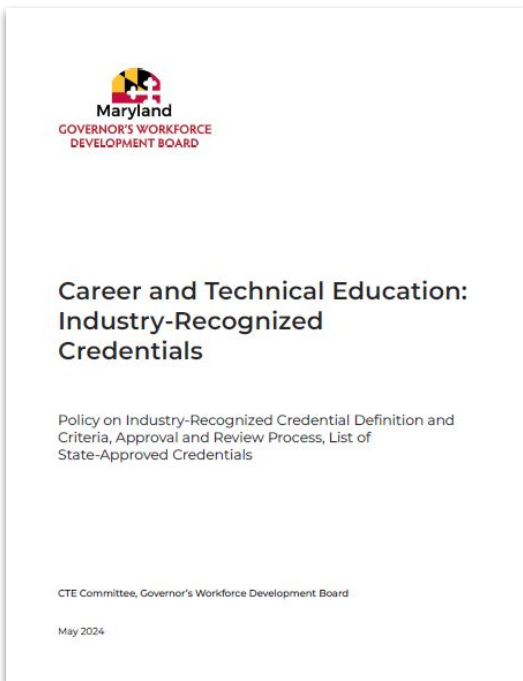
Apprenticeship Policy | Recommendations

- 1 Targeting Resources & Investment
- 2 Increasing Employer Engagement
- 3 Removing Barriers to Participation for High School Students
- 4 Improving Data Tracking & Performance Monitoring
- 5 Addressing Regulatory Barriers



IRC Policy | AIB Feedback

The AIB approved the CTE Committee's Industry-Recognized Credential (IRC) Policy on August 1, 2024, with the following feedback for future consideration:



1

Consider developing additional guidance for students who partially complete, or earn partial credit toward an IRC during high school.

2

As currently written, completion of an IRC includes an option (#2) for students who earn college credit in high school to be included in the 45% goal. As part of the CTE Committee's plan to meet the 45% goal, reconsider this provision in the policy to ensure that college credits are not counted toward the 45% goal and also toward the number of college credits earned by high school students as part of completing another post-CCR pathway.

IRC Policy | 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.



IRC Policy | Next Steps

- ✓ AIB will arrange a follow up discussion between MSDE, MHEC, and AIB regarding completion of an occupational degree
- ✓ DWDAL and MATC to develop guidance around reviewing and approving pre-apprenticeship program completions as an IRC.
- ✓ MSDE developing guidance and materials to support implementation and communication of the IRC policy. Including:
 - Guidance
 - Credential Assessment Business Rules
 - Program of Study Crosswalk
 - One-Pagers for In-Demand IRCs
- ✓ Develop process for data collection between MSDE, MD Labor, MLDS, LEAs etc.



IRC Policy | Timeline

Date	Description
August 1* <i>(8/26/24 this year)</i>	Online application for new IRCs to be assessed opens .
October 31	Online application for new IRCs to be assessed closes .
November	MSDE reviews each submission.
December	MSDE prepares submission packages for each IRC application meeting application requirements, including a recommendation to approve or not approve .
January	CTE Committee will vote to approve or not approve each IRC package provided by MSDE.
February	MSDE and the CTE Committee will publish the annual State-Approved Industry-Recognized Credential list for use in the upcoming school year.
July 1	The State-Approved Industry-Recognized Credential list goes into effect for the upcoming SY
Biennial Review Aug-Nov	Each August-November on even-numbered years, starting in 2024, MSDE and the CTE Committee review the IRC list to ensure that each credential remains relevant and meets standards.



CTE Expert Review Team (ERT)

John Strickland

ERT Manager, CTE Committee



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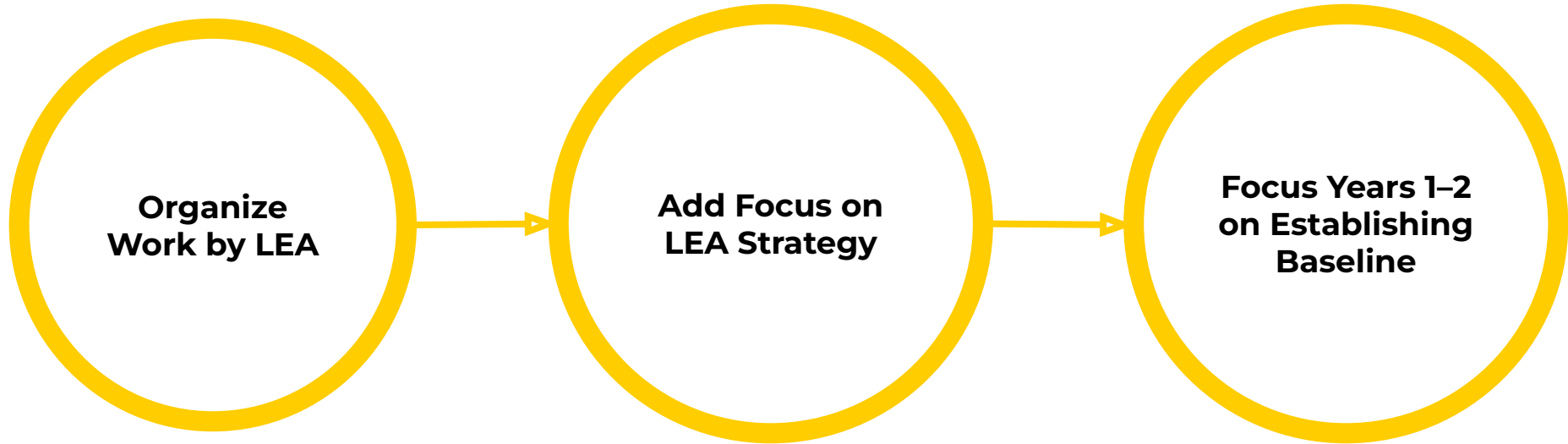
CTE Expert Review Teams Update

- Created by the *Blueprint for Maryland's Future* legislation
- Aim is to monitor Maryland's progress in:
 - Creating a robust CTE system
 - Reaching goal that 45% of high school seniors graduate having completed the high school level of a Registered Apprenticeship or another industry-recognized credential, as defined by the GWDB CTE Committee





CTE ERT Strategy





Spring 2024 Pilot Visits

LEAs

- Queen Anne's
- Anne Arundel

Structure

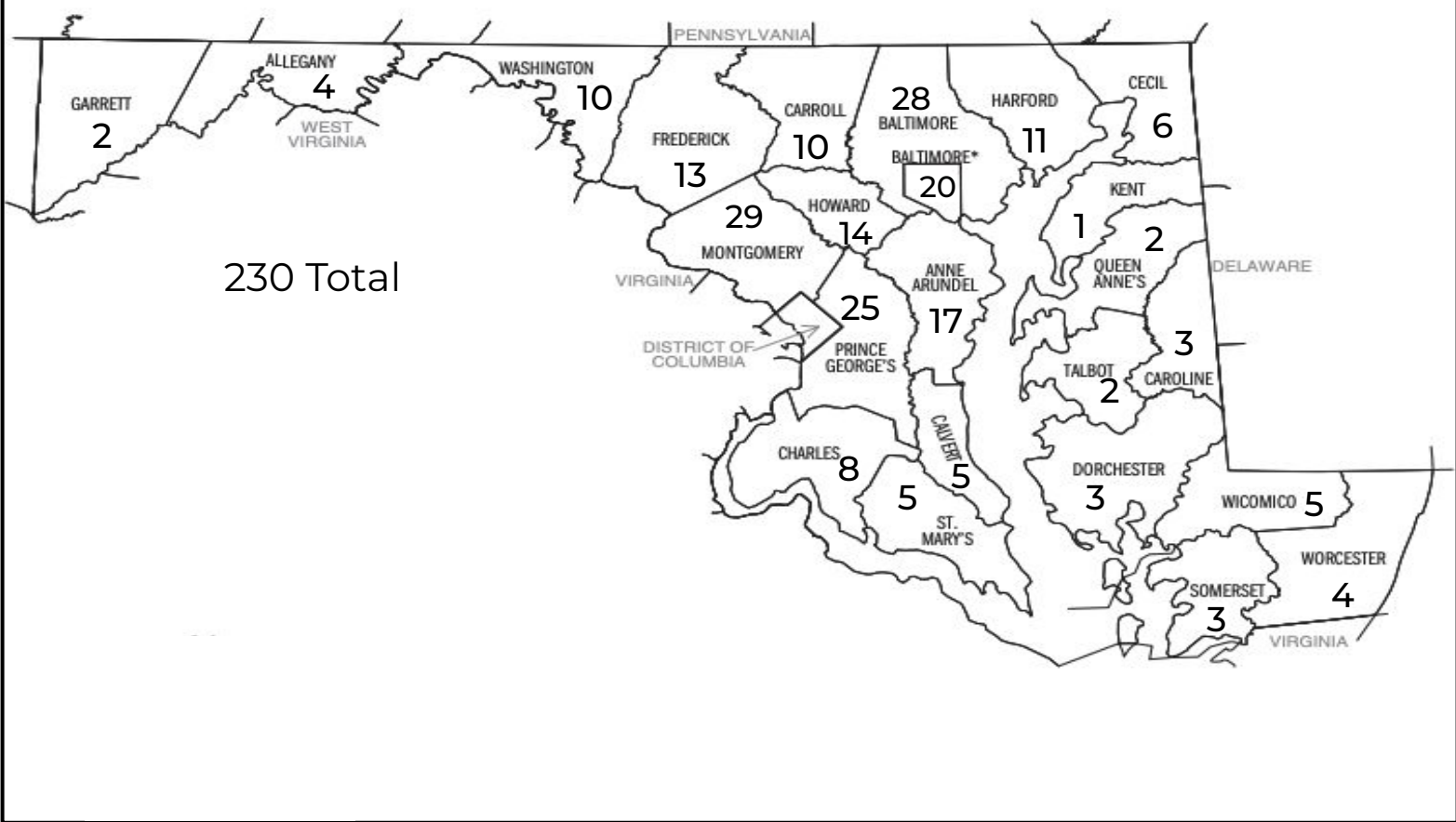
- Orientation
- 1 Full School Day
- 2 Schools
- Focus Groups
- Classroom Visits
- Debrief

Focus Groups

- LEA CTE Staff
- Administrators
- CTE Teachers
- CTE Students
- School Counselors
- Career Coaches
- WBL Staff



Expert Review Team Update



Expert Review Team Update



Priority Members

- 1-3 CTE Committee Staff
- 1 CTE Teacher
- 1 School Leader (prefer neighboring LEA)
- 1 Employer, trade union representative, and/or apprenticeship sponsor



Optional Members

- CTE Committee Member or Designee
- Local Workforce Development Board representative
- Local Community College representative
- Representatives from other agencies



What Will Be Asked of Team Members

- 1 Full Day at an LEA (approx. 8:00am - 3:30pm)
- VIRTUAL Orientation before the visit (90 - 120 minutes)
- Participate in activities during visit (note taking, classroom visits, focus group interviews, etc.)
- Compile Visit Notes into a Document
- VIRTUAL Debrief after the visit (60 - 90 minutes)
- Review and Comment on Post-Visit Report





CAREER COUNSELING

Fiscal Year 2025 Budget (July 1 - June 30)

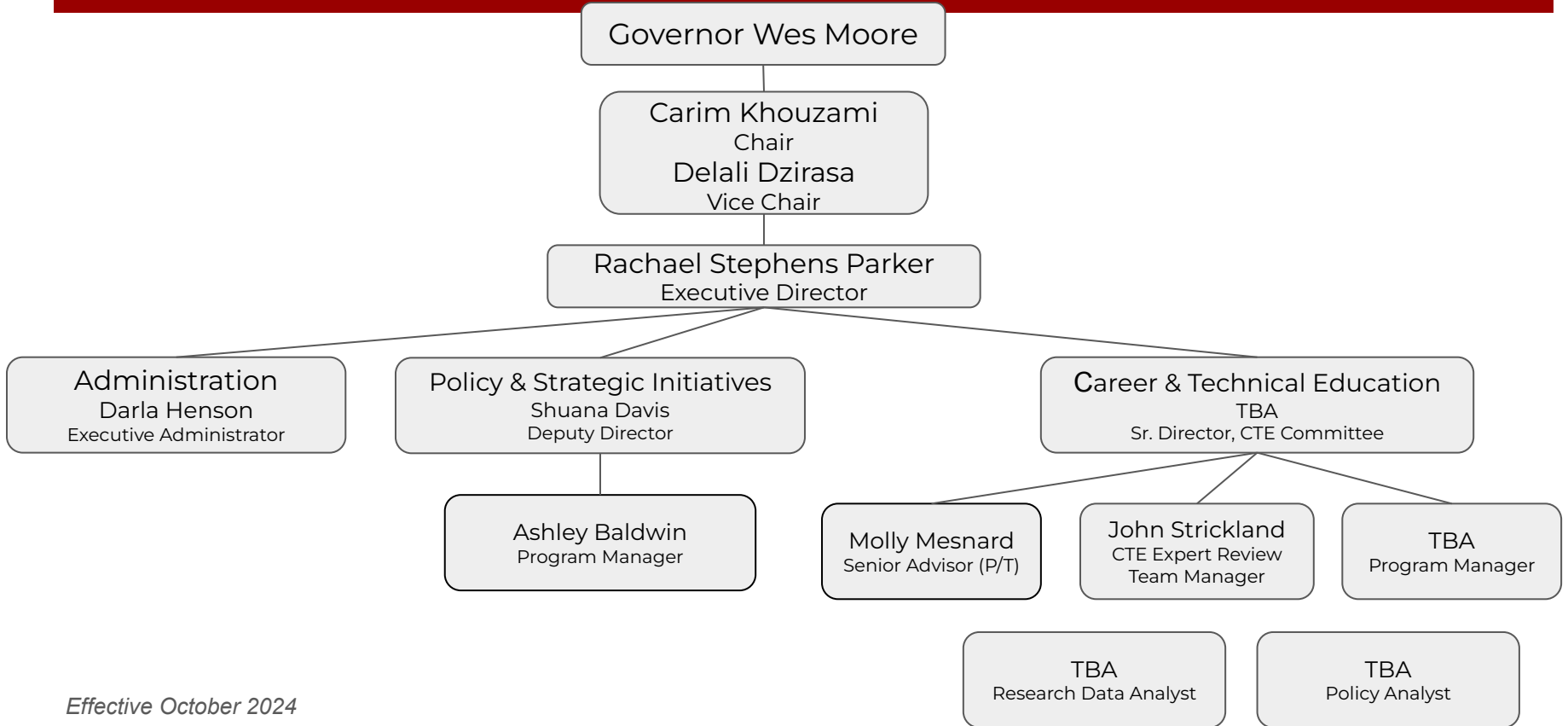
Total
Budget:
\$2.56M

GWDB:
\$1.77M

CTE
Comm.:
\$700K

- \$1.77M total via reimbursable, general, and special funds
 - \$835K GWDB operating budget (12% state 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 12/31/25
 - \$531,250 – passthrough funding to Maryland Center for Construction Education and Innovation
-
- \$700K operating budget via special allocation
 - Supports existing staff + 3 new FT positions, as well as 1 PT contractual position

Governor's Workforce Development Board FY25 Organization and Staffing Chart



Effective October 2024



Maryland

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DEVELOPMENT BOARD**