

# CTE COMMITTEE

*December 13, 2022  
11am*

# Opening Remarks

*Mike DiGiacomo  
GWDB/CTE*

# Agenda

- Opening Remarks
- Pillar 3 and the CTE Committee
- Research, Data, & Plan Creation
- Deep Dive: Apprenticeships
- Committee Discussion
- Next Steps and Adjourn

# Members & Staff

## CTE Committee Members

- Myra Norton, Chair
- Brian S. Cavey
- Mohammed Choudhury
- Judi Emmel
- Sec. James Fielder
- Sec. R. Michael Gill
- Matthew Hollaway
- Dr. Deborea Montgomery
- Sec. Tiffany Robinson
- Michael Thomas
- Charnetia Young

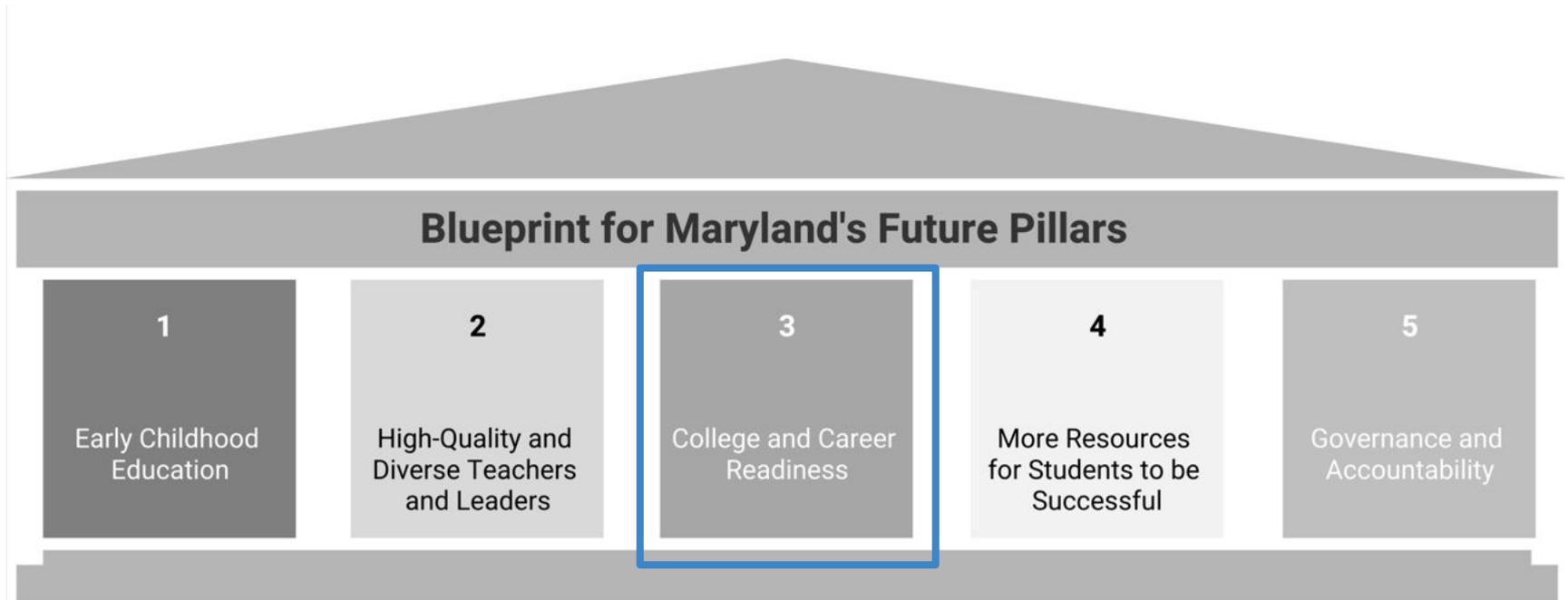
## Staff

- Mike DiGiacomo, GWDB/CTE
- Molly Mesnard, GWDB/CTE
- Ken Lemberg, GWDB/LWDB
- Allie Carter, GWDB/CTE
- Dontaz Winston, GWDB/CTE Youth Apprentice

# Opening Remarks

*Myra Norton*  
*CTE Committee Chair*

# The Blueprint for Maryland's Future



# College & Career Readiness (CCR)

By the 2023-2024 school year, each student who meets CCR standards shall be enrolled in at least one post-CCR pathway of:

1. Entry-level college preparatory program
2. Dual enrollment
3. Career & Technical Education (CTE) that allows students to complete:
  - a. Industry-recognized credential
  - b. High school level of a registered apprenticeship

# CTE Committee Goals

**Mission:** *build an integrated, globally competitive framework for providing CTE to Maryland students in public school, institutions of postsecondary education, and the workforce.*

- Unit within Governor's Workforce Development Board (GWDB)
- Co-create CTE pathways and programs in partnership with employers and industry leaders
- Work in close partnership with the AIB, MSDE, LEAs, and communities

**45% of high school students earn an industry-recognized credential by FY 2031**

# CTE Committee Duties

- ❑ Develop a *statewide framework* for CTE
- ❑ Develop comprehensive *occupational skills standards and credentials* of value that drive the CTE system
- ❑ *Monitor progress and set annual goals* to meet the 45% benchmark
- ❑ Address *operational issues*
- ❑ Create *CTE Expert Review Team*
- ❑ Create *CTE Skills Standards Advisory Committee*



# Where We Are Now - Stats

7%

GOAL 45%

**% CTE Completers**

23.9%

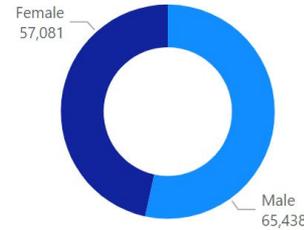
**% Attained Industry Credential**

6.53%

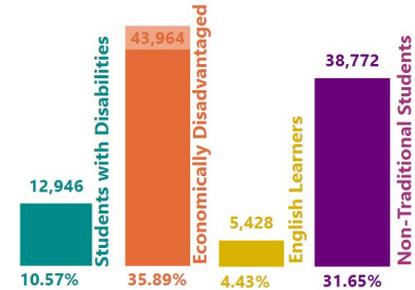
**% Apprenticeship Completers**

0.28%

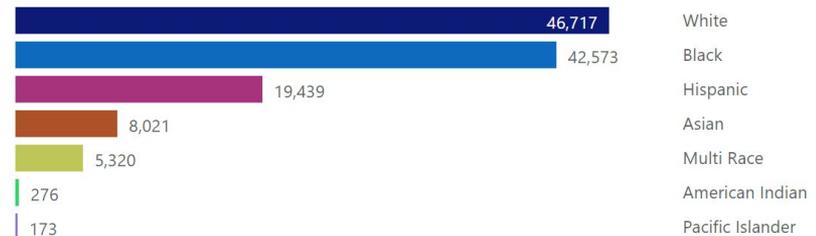
Student Enrollment by Gender



Student Enrollment by Special Population



Student Enrollment by Race



# Where We Are Now - Career Clusters



Arts, Media, and Communications



Business Management and Finance



Construction and Development



Consumer Services, Hospitality and Tourism



Environmental, Agriculture and Natural Resources



Health and Biosciences



Human Resource Services



Information Technology



Manufacturing, Engineering and Technology



Transportation Technologies



Career Research and Development



Apprenticeship Maryland

## Students In CTE

122,519

41.53%

## Schools with CTE Courses

259

## Total CTE Courses Taken

207,683

# Timeline

**CTE Committee Funded**

July 1, 2022

**CTE Members Fully Appointed**

August 25, 2022

**AIB Draft Plan**

Mid-October 2022

**AIB Comprehensive  
Implementation Plan Due**

December 1, 2022

**CTE Implementation Plan Due**

March 15, 2023

**CTE Expert Review  
Team Plan**

July 1 (annually)

**AIB Reviews Plans**

April-June 2023

**CTE Goals, Report,  
Budget Review**

December (annually)

**AIB Annual Report**

November (annually)

You  
Are  
Here

**AIB Implementation Planning  
Sessions**

June-September 2022

# AIB Statewide Comprehensive Implementation Plan (CIP)

**Pillar 3 Goal:** *Creating a world class instructional system aligned with college and career readiness (CCR) standards and post-CCR pathways including Career and Technical Education (CTE).*

## Objectives

1. Students shall have equitable opportunities to become college and career ready (CCR) and shall meet the CCR standard at an equal rate
2. Keep students on track to meet CCR
3. Implement CCR pathways
4. Provide high-quality career counseling and CTE programs

# Youth Apprenticeship Plan for Maryland

*Presentation to the MD CTE Committee  
December 2022*

# Introductions and Background

# CTE CIP Key Actors

## CTE Committee

- Myra Norton, Chair
- Brian S. Cavey
- Mohammed Choudhury
- Judi Emmel
- James Fielder
- R. Michael Gill
- Matthew Hollaway
- Deborea Montgomery
- Tiffany Robinson
- Michael Thomas
- Charnetia Young

## GWDB/CTE Staff

- Mike DiGiacomo
- Ken Lemberg
- Molly Mesnard
- Allie Carter
- Dontaz Winston

## JFI & UI Team

- Bob Lerman
- Ting Zhang
- Batia Katz

# CTE CIP Key Actors

## Partners

- Local Education Agencies (LEAs)
- Maryland State Department of Education (MSDE)
- Postsecondary Institutions
- Maryland Higher Education Commission (MHEC)
- Maryland Association of Community Colleges
- Maryland State Board of Education (MSBE)
- Maryland Longitudinal Data System (MLDS)
- Local workforce development boards
- Business community and industry partners
- Accountability & Implementation Board (AIB)
- AIB Pillar 3 Advisory Committee
- American Job Centers
- CTE Skills Standards Advisory Committee
- Maryland Department of Labor's Division of Workforce Development and Adult Learning
- County governments (including Baltimore City)
- Students
- Parents/guardians/caregivers
- Community members
- Advocacy organizations
- Education support professionals

# Developing the Plan

# What Is Youth Apprenticeship?

- Like all apprenticeships, *youth apprenticeships are jobs* with structured work-based learning under a qualified mentor/trainer; also requires written agreements between employers and apprentices
- Typically start in high school, often extend beyond high school
- Work-based and related classroom instruction guided by well-defined occupational frameworks
- *Apprentices contribute to production and earn wages*
- Completion yields an occupational certification and usually involves gaining a full-time position as a fully qualified member of the profession

# Why Youth Apprenticeship Is A Compelling Strategy

- Apprenticeship fundamentally is a mode of learning; it emphasizes learning by doing, applying concepts to real world situations.
- Apprenticeships fosters engagement; helps promote learning academic, occupational, & employability skills that prepare young people for careers
- Apprentices gain a sense of pride, become part of a community of practice
- Apprentices have incentives to perform well in classes; adult mentors watch what they learn
- Apprentices retain most of what they learn for decades
- Quality career outcomes while youth earn and avoid debt

# Why Youth Apprenticeship Is A Compelling Strategy

- Young people learn what it takes— and how hard it is— to get good at something. They begin to learn how adults construct careers, assume occupational identities, even if temporarily.
- Apprenticeships provide youth a sense of joining and contributing to a tradition, embodied in a discipline or civic sphere. Apprentices work and learn in the setting in which a craft, trade or discipline is practiced.
- Youth use their knowledge and skills throughout the setting. Adults and youth share responsibility for the work and the products created.
- Adult mentors share disciplinary knowledge and life skills with youth. Youth must work hard to become proficient in a specific field.

# Clarifying the Goal

- The Blueprint for Maryland's Future AIB calls for meeting the following goal by the 2030-2031 school year:
  - *45% of high school students earn an industry-recognized credential or complete the high school level of a registered apprenticeship*
- Our team will clearly specify the concepts of a “high school level of a registered apprenticeship” and “an industry-recognized credential”
- We will discuss options for making these concepts concrete and measurable in ways that capture the goals of the legislation.

# Current Status of Occupational Preparation

- The first step is to describe career-focused education in Maryland today.
- We will examine existing data on CTE programs and completers to understand:
  - the percent of completers entering related careers
  - the extent of work-based learning and registered youth apprenticeship
  - the percent of high school students who work
  - the awarding of and nature of industry credentials
- The task will draw on data from the Maryland Longitudinal Data System Center, MDSE tracking information, RAPIDS and the Maryland Office of Apprenticeship.

# Lessons From Other Youth Apprenticeship Approaches

- The Urban Institute team will describe the operations of youth apprenticeship programs operating in the US and a few international examples.
- The program of most interest is the Wisconsin youth apprenticeship program, in which over 4,000 employers participate, guided by state skill standards.
  - Other examples will come from Georgia, Colorado, Iowa, and Switzerland.
- Examine Maryland's initial attempts to promote youth apprenticeship.

# Survey High Quality Industry-Recognized Credentials

- The team will conduct analyses and interviews to determine which industry-recognized credentials achieved during or immediately after high school have a track record of positive impacts on related employment and earnings.
- We will highlight the credentials that have the highest potential for success for Maryland high school seniors after they graduate
- We will provide a baseline review of industry-recognized credentials but studying it in more depth would require a separate study beyond this project.

# Key Components of a Youth Apprenticeship Plan

- The team will describe the key components of youth apprenticeship that will help structure the research and provide the basis for the implementation plan.
- This section will discuss the rationale for each component and why it is important:
  - Critical step is to attract employers to start apprenticeships, hire apprentices
  - Skill standards for on-the-job learning
  - Links with CTE or other courses
  - Advising and counseling
  - Working with employers on registration, mentoring, hiring, encouraging completion
  - Assessment, auditing, research, and updating on best practices

# Conduct Extensive Interviews to Help Build the Implementation Plan

- For clarification of goals: interviews with legislators and state staff
- For strategies for employer participation and hiring: interviews with Chamber of Commerce officials, large employers, and groups of small employers
- For intermediaries: interviews with Franklin Apprenticeships, a staffing firm, other industry intermediaries with track records of creating apprenticeships, and with at least one staffing firm.
- For the interaction of schooling, apprenticeship, and industry credentials: interviews with officials at high schools and state and local CTE directors
- For inclusion in registered apprenticeship: interviews with the Maryland Office of Apprenticeship and an Apprenticeship Training Representative

# Coordinate with Maryland GWDB and CTE Committee to Assist with Drafting Plan

- Establishing annual statewide and county goals to meet the 45% target and monitors progress and perform any tasks necessary to achieve this target
- Examine role of intermediaries in helping stimulate employer offers
- Submit deployment plan for CTE Expert Review Teams - visit 10% of schools annually until all schools are visited at least once
- Creation of CTE Skills Standards Advisory Committee - makes recommendations and provides advice to the CTE Committee on setting occupational standards necessary for a strong CTE system that will form the basis of the post-CCR CTE pathway
- Address operational issues associated with delivering CTE programs to students, including transportation to and from job sites

# Coordinate with Maryland GWDB and CTE Committee to Assist with Drafting Plan

- Consideration of grants to innovative programs developed by public schools, postsecondary institutions, apprenticeship sponsors, nonprofits, and other individuals that further the Committee's purpose
- Consideration of contracting with public or private entities to research and analyze the provision of CTE to students
- Possible guidance on career counseling best practices to be provided by the LWDBs to all middle and high school students

Questions or comments?

# Contact info



# Maryland Apprenticeship and Youth

# Review

## What is Registered Apprenticeship?

### Official Definition

Apprenticeship is an earn-and-learn strategy combining on-the-job training with related (classroom) instruction, blending the practical and theoretical aspects of training for highly-skilled occupations.



Apprenticeship programs are sponsored voluntarily by a wide range of organizations, including individual employers, employer associations, joint labor-management organizations, and other workforce intermediaries.

# Review: What is Apprenticeable?

*The position must meet the training criteria below. It should be of a highly technical nature with a significant amount of time needed to attain proficiency. The occupation can be in a traditional or non-traditional occupation.*

## Key Components

### ▶ On-the-Job Training (OJT) **must:**

- ▶ Consist of at least 2,000 hours per year of the apprenticeship OR be competency based.
- ▶ Take place at the work site under the direction of a highly skilled journeyworker(s).

### ▶ Related Instruction (RI) **must:**

- ▶ Have at least 144 hours of related instruction per year of the apprenticeship.



# Youth and Apprenticeship

Youth Apprenticeship is a valuable work-based learning opportunity that can provide youth with academic and workplace skills that lead to post-secondary education opportunities and careers through Registered Apprenticeship.

Businesses, workforce professionals, educators, and others are looking at youth apprenticeship to apprenticeship as an effective way to start high school students and other youth on a career pathway that leads to good wages and opportunities for advancement.

## *Key Elements:*

1. Programs for high school students should combine academic and technical classroom instruction with work experience, allowing youth to explore a career and develop industry-specific workplace competencies, skills and knowledge, while still enrolled in high school.
2. Programs should align academic and technical standards in secondary and postsecondary education, CTE, and industry-recognized credentials and certifications.
3. Programs should incorporate stackable credentials of value for multiple pathways, including entrance into RA programs, community and technical colleges, universities, and sustainable employment.
4. Employer involvement is critical in developing and sustaining the program.



# High School Apprenticeship

- School-to-Apprenticeship (STA), a program within Registered Apprenticeship, is designed to allow high school youth ages 16 – 17 to enter a Registered Apprenticeship while still in high school and continue after graduation with full credit given for the high school portion.
- Youth becoming Registered Apprentices will receive the appropriate Related Instruction while in high school and will begin working part-time to accrue On the Job Training hours as their schedules allow.
- The STA apprentices may receive Related Instruction directly from their high school or from a Registered Apprenticeship Sponsor as noted in the Standards of Apprenticeship. All STA apprentices must be properly registered with the Maryland Apprenticeship and Training Program.
- Upon high school graduation, these youth will then continue on as full-time Registered Apprentices. All hours of OJT and RI accrued during high school are part of their required hours to complete the RA program.
- MD Labor strongly encourages apprenticeship sponsors to include this alternative in their respective programs. Numerous programs already incorporate this option.

# Youth Apprenticeship

- The Apprenticeship Maryland Program (AMP) gives Maryland businesses the unique opportunity to train, influence and shape high school students into top-performing employees by providing opportunities for Maryland's high school juniors and seniors.
- Participants “learn while they earn” by not only obtaining a wage, but also academic and occupational skills leading to both a high school diploma and a State Skill Certificate.

A student selected to participate in the program:

- may start the program in the summer or fall of the student's junior or senior year in high school, or in some cases any time during the school year;
- must complete at least 450 hours of supervised work-based training;
- must receive at least one year of classroom instruction relating to the student's eligible career track in high-growth, high-demand industries;
- must receive credit toward a high school diploma or a postsecondary credential, or both, for the work-based training and classroom instruction completed under the program; and

***A total of over 800 students have participated in AMP since inception during 16-17 school year.***

### AMP Business Percentages as of 12-07-2022

Industry Sector	# of Youth Apprentices	% of Total
Aeronautics	0	0.0%
Agriculture	2	0.4%
Animal Care	2	0.4%
Architecture	1	0.2%
Association Management	1	0.2%
Automotive	20	4.5%
Business	13	2.9%
Communications	1	0.2%
Construction	62	13.9%
Education	71	16.0%
Engineering	0	0.0%
Finance, Banking and Real Estate	1	0.2%
Furniture Repair	0	0.0%
Government	165	37.1%
Healthcare	37	8.3%
Hospitality and Tourism	20	4.5%
Information Technology	6	1.3%
Manufacturing	40	9.0%
Maritime	2	0.4%
Transportation and Logistics	1	0.2%
<b>Total</b>	<b>445</b>	<b>100.0%</b>

## AMP Program Statistics



# Thank You!



# Upcoming Meetings

**January 26, 2023**

12:30 - 2:00pm

**February 16, 2023**

12:30 - 2:00pm

**March 7, 2023**

12:30 - 2:00pm

**Connect With the Committee**

Email - [dlcte-labor@maryland.gov](mailto:dlcte-labor@maryland.gov)

YouTube - [@marylandctecommittee](#)