Maryland Career and Technical Education Annual Report

An Annual Assessment of the State of CTE Under the *Blueprint for Maryland's Future*

Governor's Workforce Development Board
Career and Technical Education Committee

February 2026

January 30, 2026

The Honorable Wes Moore
State House
100 State Circle
Annapolis, Maryland 21401

The Honorable Isiah Leggett
Chair
Accountability and Implementation Board
45 Calvert Street
Annapolis, Maryland 21401

The Honorable Bill Ferguson
President
Senate of Maryland
State House, H-107
Annapolis, Maryland 21401

The Honorable Joseline Peña-Melnyk
Speaker
Maryland House of Delegates
State House, H-101
Annapolis, Maryland 21401

Re: Report Required by Md. Code, Educ. § 21-204 (b) (MSAR # 15529), § 21-209 (k) (MSAR # 12961), and § 21-209(h)(10) (MSAR # 12960)

Ladies and Gentlemen:

On behalf of the Governor's Workforce Development Board's (GWDB) Career and Technical Education (CTE) Committee, defined in Md. Code, Educ. § 21-209, I am pleased to submit the following report to the Governor, the Maryland General Assembly, and the Accountability and Implementation Board (AIB). This report details the progress toward attaining the *Blueprint for Maryland's Future* 45% goal, a high-level assessment of the state of CTE within Maryland, and an articulation of next steps to guide implementation of the *Blueprint*'s vision.

The CTE Committee expresses its sincere appreciation to the many individuals, organizations, agencies, and leaders who dedicated their time and expertise to support the development of this report. We are honored to contribute to the transformation of Maryland's education system and to help ensure that all students graduate prepared for success.

Myra W. Norton

Myra W. Norton
Chair
Governor's Workforce Development Board CTE Committee

cc: Sarah Albert, Department of Legislative Services (5 copies)

GOVERNOR'S WORKFORCE DEVELOPMENT BOARD CTE COMMITTEE

Myra Norton, *CTE Committee Chair*
Senior Director
Johns Hopkins Technology Ventures

Harry Coker, Jr.
Secretary
Maryland Department of Commerce

Dr. Donald Boyd
Director of Teaching and Learning
Dorchester County Public Schools

Brian Cavey
International Vice President
International Association of Heat and Frost
Insulators and Allied Workers

Matthew Holloway
Owner & Operator
Quantico Creek Sod Farms, Baywater
Farms, Baywater Seafood

Dr. Sanjay Rai
Secretary
Maryland Higher Education Commission

Michael Thomas
Vice President, Workforce Development
and Continuing Education
Baltimore City Community College

Dr. Carey Wright
State Superintendent of Schools
Maryland State Department of Education

Portia Wu
Secretary
Maryland Department of Labor

Charnetia Young-Callaham
Lead Director, Workforce Initiatives
CVS Health

CONTRIBUTORS

Shamara P. Bownes
Senior Director, CTE Committee
Governor's Workforce Development Board

Dr. Edrees Nawabi
Research Data Analyst, CTE Committee
Governor's Workforce Development Board

Katherine Swanson-Palmer
Program Manager, CTE Committee
Governor's Workforce Development Board

Rachael Stephens Parker
Executive Director
Governor's Workforce Development Board

Molly Mesnard
Senior Advisor, CTE Committee
Governor's Workforce Development Board

Lateefah Durant *(Strategic Facilitator)*
Vice President of Innovation
CityWorks

Table of Contents

Executive Summary

The Governor's Workforce Development Board (GWDB) Career and Technical Education (CTE) Committee submits this 2025 Annual Report to provide a comprehensive assessment of Maryland's progress toward implementing the *Blueprint for Maryland's Future*. Specifically, this report analyzes trends observed during School Year (SY)2024-2025 and progress on the *Blueprint*'s goal that 45% of public high school graduates complete a high school level of a Registered Apprenticeship (RA) or another industry-recognized credential (IRC) ("the 45% goal"). This report reflects the first year of implementation of policies defining the 45% goal under the *Blueprint* and represents a pivotal moment in the State's transition from planning and policy development to early-stage implementation and measurement.

Over 2025, the CTE Committee has made significant strides in establishing the policy, governance, and data infrastructure necessary to support a high-quality, equitable, and employer-aligned CTE system. At the same time, the data presented in this report underscore the scale and complexity of the work ahead. Progress toward the 45% goal is underway, but uneven across regions and student populations, underscoring the importance of sustained coordination, targeted investments, and continuous system improvement.

WHAT WAS ACCOMPLISHED FOR MARYLAND

Establishing a Statewide Vision and Framework for CTE

In 2025, the CTE Committee, in partnership with the Accountability and Implementation Board (AIB), Maryland State Department of Education (MSDE), Maryland Department of Labor (MD Labor), and other stakeholders, finalized the foundational policy architecture necessary to operationalize the *Blueprint*'s goals around CTE. Key accomplishments include:

- Adoption of the **Maryland CTE Framework**, which aligns academic instruction, career preparation, and employer engagement across secondary and postsecondary systems.
- Implementation of a statewide **Industry-Recognized Credential (IRC) policy and Apprenticeship Policy**, establishing consistent quality standards and minimum requirement for what counts toward the 45% goal.
- Approval of a **CTE Joint Vision statement**, aligning the AIB, the State Board of Education, and the CTE Committee around a shared definition of success, and further clarifying the 45% goal to be out of high school graduates who meet the college and career readiness (CCR) standard, as well as specifying that within the goal, one in four of these graduates will complete the high school level of a Registered Apprenticeship.

Together, these actions mark a critical shift from concept to coordinated implementation and provide the policy foundation needed to scale high-quality career pathways statewide.

WHAT THE DATA SHOWS: PROGRESS AND EMERGING PATTERNS

This year's report draws on a combination of state agency data and self-reported information from Local Education Agencies (LEAs) participating in CTE Expert Review Team (ERT) visits. While data limitations remain, particularly related to differing reporting systems, the available evidence provides important insights into the current state of CTE in Maryland. Key insights include:

- LEAs participating in the CTE ERT process demonstrated wide variation in CTE participation and completion rates, with smaller and mid-sized districts often reporting higher participation than larger ones.
- During SY2024-2025, **6,859** graduating 12th graders earned an IRC or Technical Skills Assessments (TSAs) which were approved under prior definitions, representing a 47% increase from the prior SY. This growth reflects expanding access to credential-bearing programs, even as the state transitions to a new, more rigorous and narrow approved list of IRCs that will take effect in the next reporting cycle.
- Analysis of demographic data reveals disparities in IRC attainment, particularly among students from historically underserved populations - emphasizing the need for targeted equity strategies as implementation continues.

- Although current data systems limit the ability to precisely identify students who have completed the high school level of a Registered Apprenticeship (HSLRA), available indicators suggest steady expansion of employer participation and student interest, with approximately **99** high school graduates in a RA, with the assumption that all 17 year-olds who registered to begin an RA in the 2024 calendar year are high school graduates.[1]

SY	IRC	HSLRA	Graduates	45% Goal
23-24	4,674	44	57,759	**8%**
24-25	6,859	99	63,214	**11%**

While data systems are still being refined and policies go fully into effect in SY2025-2026, early indicators show measurable forward momentum toward the state's long-term workforce goals.

KEY OBSERVATIONS FROM THE CTE EXPERT REVIEW TEAM VISITS

Through qualitative analysis from on-site visits and quantitative data collection, the CTE ERT identified several consistent themes across LEAs:

- Regional collaboration matters. Neighboring districts with aligned industry partnerships and shared labor markets often show similar performance patterns, indicating opportunities for regional strategies.

---

[1]This metric is presently the best proxy for understanding how many high school students have completed a RA by graduation, as the number of 17- year-olds who registered to start an RA in 2024 are most likely to be graduating from high school and to have had time to complete the HSLRA 250 OJT/144 RI hour mandatory benchmarks by graduation.

- Capacity varies widely. Larger districts often face coordination and scale challenges, while smaller districts may lack staffing or technical capacity - underscoring the need for differentiated support.
- Data systems remain a constraint. Inconsistent definitions, reporting timelines, and data integration across agencies continue to limit the ability to fully measure progress toward *Blueprint* implementation.
- Local innovation is strong. Many districts are developing creative approaches to work-based learning, employer engagement, and credential alignment that can inform statewide best practices.

Why This Work Matters

Preparing students for high-skill, high-wage careers is central to Maryland's economic competitiveness. By aligning education, workforce, and industry systems, the State is building pathways that:
- *Expand access to high-quality career opportunities*
- *Support employers' talent needs*
- *Strengthen regional economies*
- *Ensure more Marylanders*

graduate prepared for both college and career

LOOKING AHEAD

SY2024-2025 represents a transition from foundational policy development to early implementation. With core frameworks now in place, the next phase of work will focus on:

- Strengthening statewide data systems to ensure accurate, timely, and comparable reporting;
- Supporting LEAs as they align programs with updated IRC and apprenticeship standards, course standards, and the Career Connected Learning system;
- Developing high-quality, employer-aligned career pathway maps that lead to family-sustaining careers; and
- Using data to drive targeted technical assistance and continuous improvement.

While Maryland is still in the early stages of realizing the *Blueprint*'s ambitious 45% goal, the progress documented in this report demonstrates meaningful momentum. The state has established the structures, partnerships, and shared vision necessary to move from planning to impact - ensuring that more students graduate prepared for college, career, and lifelong success.

Background

ABOUT THE GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

In 2023, Governor Wes Moore signed Executive Order 01.01.2023.22 (rescinding Executive Order 01.01.2015.19) establishing the Governor's Workforce Development Board (GWDB), its membership, its purpose, and its focus areas under the Moore-Miller Administration.[2] This 2023 Executive Order establishes the GWDB as the Governor's chief strategy and policy-making body for workforce development. It further outlines that the Board will serve this function by engaging key business, labor, education, community, and State and local government leaders to collaborate and advise the Governor on business-led workforce approaches that advance Maryland's economic competitiveness and build pathways to work, wages, and wealth for all Marylanders. The 2023 Executive Order solidifies the Board's leadership role in setting statewide vision and strategy for workforce development, building partnerships to accelerate implementation of that strategy, and holding Maryland's workforce development system accountable for delivering results.

As outlined under the Executive Order and in keeping with Federal law, the GWDB is a business-led board, with a majority of members representing the business community, as mandated by the federal Workforce Innovation and Opportunity Act (WIOA) of 2014. Other members include the governor, cabinet secretaries, college leaders, the state superintendent of schools, elected officials, and representatives of labor organizations and community-based nonprofit organizations. For a full list of appointed board members, see Appendix A.

During the process of developing the Moore-Miller Administration's first four-year State Workforce Development Plan, GWDB members collaboratively developed a new vision, mission, set of core values, and focus areas aligned with the Governor's vision.[3]

> ***GWDB Vision:*** *An aligned and coordinated workforce development system delivering talent solutions that support a dynamic, inclusive, and competitive economy, creating opportunities for all businesses to thrive and for every Marylander to access pathways to work, wages, and wealth.*

> ***GWDB Mission:*** *To develop strategies, drive alignment, and accelerate implementation of innovative workforce development solutions that build robust talent pipelines for Maryland's employers and advance pathways to work, wages, and wealth for all Marylanders.*

---

[2] Maryland Executive Order No. 01.01.2023.22. (2023). https://tinyurl.com/execorder01012023

[3] Maryland's WIOA State Plan. (2024). www.gwdb.maryland.gov/pub/pdf/2024-2028stateworkforceplan-wioacombined.pdf.

GWDB Core Values: In keeping with the core values established by the Moore-Miller Administration, the GWDB is dedicated to ensuring that, through our work, we:

- **Be Innovative**: Collaborate across agencies and stakeholders to identify and implement bold solutions.
- **Be Data-Driven**: Rely on data and experiences to inform our decisions.
- **Move Urgently**: Move quickly and diligently with a purpose.
- **Challenge the Status Quo**: It's okay to disagree and offer a new viewpoint.
- **Be Outcomes-Focused**: Spend each day focused on leaving no one behind.

Focus Areas: In accordance with the Executive Order, the GWDB's work focuses on the following under the Moore-Miller Administration:

I. Building talent pipelines to supercharge growth in Maryland's key industry sectors;
II. Addressing barriers to employment experienced by underserved populations;
III. Expanding access to affordable, high-quality, career-connected experiential learning and industry-recognized credentials, including apprenticeship and career and technical education opportunities;
IV. Aligning systems, services and resources to strategically leverage Maryland's assets; and
V. Supporting collaboration with local workforce development boards and other local stakeholders to ensure those closest to workforce challenges are central to the solutions.

GWDB STAFFING

The GWDB is an independent agency whose staff comprise a division within the Maryland Department of Labor's Office of the Secretary for budgetary and administrative purposes only.[4] The CTE Committee of the GWDB has its own dedicated staff and also utilizes expertise from GWDB staff, including the Executive Director, Deputy Director, Managers, and Executive Administrator, to support its functioning. The CTE Committee hired three new staff members in FY25: Senior Director, Program Manager, and Research Data Analyst. The Expert Review Team Manager position is currently vacant (in part due to a statewide hiring freeze) – the hiring process for this position will be initiated before the end of FY26. The organizational chart in *Figure 1* below exhibits the GWDB staffing structure and highlights key positions being hired during FY26, as well as positions affected by a hiring freeze. Additionally, the GWDB CTE Committee was the recipient of a strategic facilitator grant from the Accountability and Implementation Board (AIB) for FY24 and FY25. The CTE Committee's strategic facilitator is Lateefah Durant, Vice President of Innovation, CityWorks. Through an interagency agreement with the AIB, the CTE Committee has continued its work with Ms. Durant through FY26. To review the GWDB CTE Committee budget for FY25, see Appendix E.

---

[4] Maryland Manual On-Line. *Governor's Workforce Development Board - Origin & Functions.*
https://msa.maryland.gov/msa/mdmanual/25ind/html/80wof.html

Figure 1: GWDB FY26 Organizational Chart as of December 5, 2025
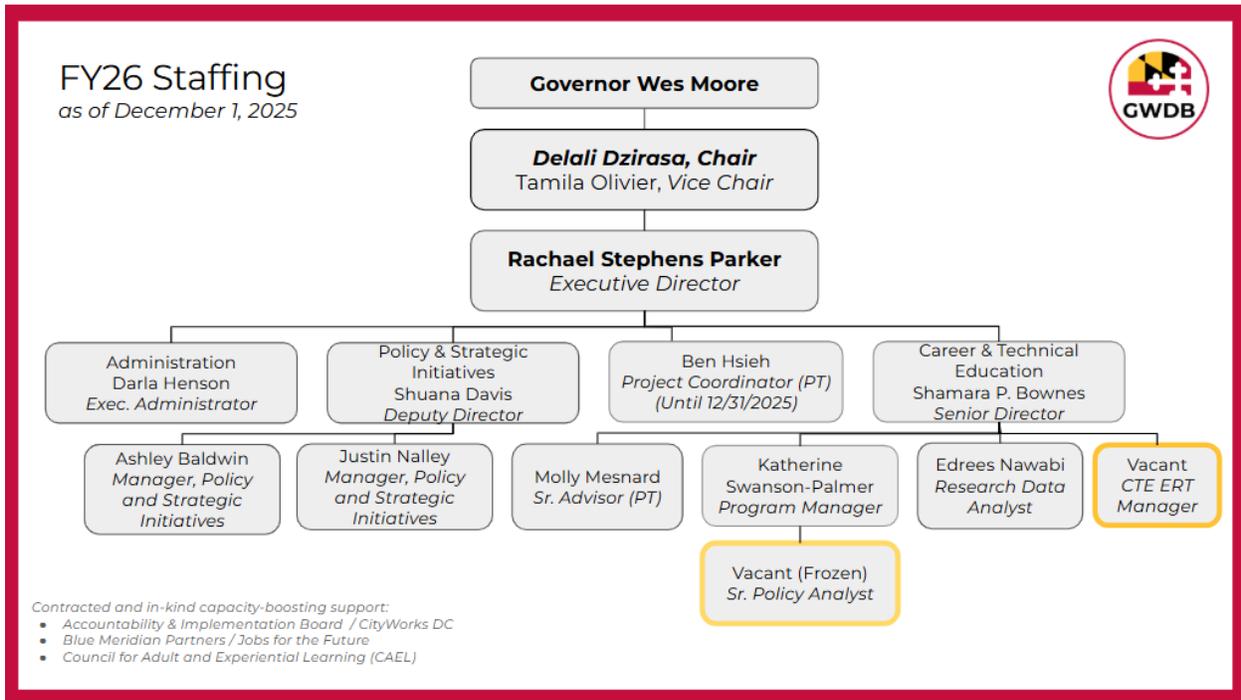
ABOUT THE GWDB CTE COMMITTEE

The CTE Committee was established under the *Blueprint for Maryland's Future*, Md. Code, Educ. § 21-209, as a unit within the GWDB. The mission of the CTE Committee is to build an integrated, globally-leading framework for providing CTE to Maryland students in public schools, institutions of postsecondary education, and the workforce.[5] The *Blueprint* envisions a system where academic knowledge and occupational competencies are integrated to enable students to develop the critical thinking, problem solving, employability, and technical skills required to meet the workforce and economic development needs of the 21st century.

The GWDB CTE Committee operates under the oversight of the Accountability and Implementation Board (AIB) and is comprised of the following 11 members of the GWDB, as required in statute:

- The State Superintendent of Schools;
- The Secretary of Higher Education;
- The Secretary of Labor;
- The Secretary of Commerce;
- The Chair of the CTE Skills Standards Advisory Committee[6]; and

---

[5] *Md. Code, Educ. § 21-209.* https://tinyurl.com/2pkr26kc

[6] Legislation will be submitted for the 2026 session that would remove the requirement for the CTE Skills Standards Advisory Committee. If passed, the Chair of the Committee seat would be included in the list of those the CTE Committee members collectively represent.

- The following six members, jointly selected by the Governor, the President of the Senate, and the Speaker of the House, who collectively represent:
  - Employers;
  - Industry or trade associations;
  - Labor organizations;
  - Community colleges;
  - The agricultural community; and
  - Experts in CTE programming.

The CTE Committee received funding to support its functions starting in FY23. The initial 11 members of the CTE Committee were all officially appointed by August 2022. In accordance with the *Blueprint*, the Governor, the President of the Senate, and the Speaker of the House jointly appointed Myra Norton as the chair to the CTE Committee.

ANNUAL REPORT REQUIREMENTS

Pursuant to the *Blueprint*, the CTE Committee is required to submit an annual report on or before December 1 each year, beginning in 2024, to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly, and the AIB. The statutory requirements of this annual report are as follows:

1. On or before December 1 each year, beginning in 2024, the CTE Committee shall report to the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board on the progress, by high school, toward attaining the goals established by the CTE Committee in accordance with subsection (a) of this section.[7]

2. Each year, the CTE Committee shall report to the Governor and, in accordance with § 2–1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board. The CTE Committee's report shall include:[8]

   a. An annual assessment of the state of CTE within the State; and
   b. Statutory, regulatory, budgetary, and structural changes needed to address the challenges of the evolving CTE system.

Any student-level information in the CTE Committee's report shall be disaggregated by race, ethnicity, gender, family income level, linguistic status, and disability status.

Due to pre-established timelines for finalizing and verifying prior school year graduation data, the CTE Committee was unable to submit this annual report by the December 1 deadline. A copy of the late report submission notification letter sent to the Maryland General Assembly is attached in Appendix G.

---

[7] *Md. Code, Educ. § 21-204.* https://tinyurl.com/ycy3ufhs
[8] *Md. Code, Educ. § 21-209.* https://tinyurl.com/mdcode21209

MARYLAND CTE FRAMEWORK

CTE Framework Development

Under the *Blueprint*, the CTE Committee is charged with developing a statewide Framework for CTE that prepares students for employment in a diverse, modern economy.[9] The *Blueprint* envisions a CTE system where academic knowledge and occupational competencies are integrated, enabling students to develop the critical thinking, problem solving, employability, and technical skills required to meet the workforce and economic development needs of the 21st century. This new CTE Framework supports CTE offered at the secondary and postsecondary levels and is explicitly linked to the needs of business and industry. The Framework states that the Maryland CTE System will focus on ensuring all students can access industry-aligned CTE opportunities, and do the following to achieve the *Blueprint*'s vision for statewide CTE:

- Implement high-quality CTE programs that support apprenticeships and other IRCs
- Maximize the number of students in Registered Apprenticeships[10]
- Maximize the number of students earning other IRCs
- Deliver world-class career coaching for students based on their strengths, interests, and values

Over 2024, the CTE Committee worked on developing Maryland's CTE Framework in collaboration with Advance CTE, a national nonprofit membership association representing State CTE Directors and other state leaders of CTE, as well as through work with the expert-level staff designees of key CTE Committee members, particularly the Maryland State Department of Education (MSDE).[11] [12] [13] (See the CTE Framework in Appendix B.)

CTE JOINT VISION STATEMENT

The *Blueprint for Maryland's Future* ("the *Blueprint*") set a goal that by the 2030-2031 School Year, 45% of public high school graduates will have completed the high school level of a Registered Apprenticeship (RA) or another state-approved industry-recognized credential (IRC) by the time of graduation ("the 45% goal"). The CTE Committee undertook extensive work throughout 2024 and into early 2025 to establish foundational policies and frameworks to define the *Blueprint*'s 45% goal, and with deep engagement from state, local, and industry stakeholders. These included groundbreaking policies and frameworks:

---

[9] *Md. Code, Educ. § 21-209.* https://tinyurl.com/mdcode21209

[10] The overarching vision of the Framework is to maximize the number of students participating in RAs, with a specific goal of maximizing the percentage of students participating in RA and, simultaneously, completing the high school level of a RA through completion of 144 hours of Related Instruction (RI) and 250 hours of On-the-Job training (OJT) by high school graduation.

[11] Pursuant to Md. Code, Educ. § 21-209, the State Superintendent of Schools is a required member of the CTE Committee. https://tinyurl.com/mdcode21209

[12] For more information on the development of the CTE Framework, please reference the CTE Committee's 2024 Annual Report: https://www.gwdb.maryland.gov/ctecomm/ctecomm-2024annualreportfinal.pdf.

[13] Governor's Workforce Development Board Career and Technical Education Committee. (2025, January). Maryland career and technical education annual report: An annual assessment of the state of CTE under the Blueprint for Maryland's Future.

- The Maryland CTE Framework provides a structured approach to integrating academic knowledge with occupational skills, preparing students for a modern, diverse economy. The CTE Framework aligns CTE programs with industry needs, expands access to apprenticeships and credentials, and ensures students develop the technical and employability skills required for 21st-century careers. (See the CTE Framework in Appendix B.)
- The IRC policy establishes that only industry-recognized credentials (IRCs) that validate in-demand skills and competencies, lead to positive employment outcomes, and support career advancement are approved for use in Maryland CTE programs. This policy ensures state and federally funded efforts focus on high-quality, labor-market-relevant credentials that benefit both students and the broader economy. (See the IRC Policy in Appendix C.)
- The High School Level of a Registered Apprenticeship (HSLRA) policy establishes that apprenticeship programs approved by the Maryland Apprenticeship and Training Council (MATC) can begin while a student is still in high school, requiring a minimum of 144 hours of related instruction and at least 250 hours of paid on-the-job training before graduation. This policy provides students with a structured, earn-and-learn pathway that builds career skills early while delivering measurable benefits to both apprentices and employers. (See the HSLRA Policy in Appendix D.)

As implementation progressed, it became clear that entities responsible for implementing this goal were grappling with the incredibly high statutory goals set for Registered Apprenticeship, and there was a need to coalesce around a shared vision to clearly articulate the roles of those responsible in implementing this vision. Chairs and executive leadership of the state entities responsible for guiding and overseeing progress toward this objective – the AIB, the CTE Committee, and the State Board of Education – collaborated with colleagues from the Maryland Department of Labor and Maryland State Department of Education, as well as key members of the legislature, to develop a shared CTE Vision statement. This statement keeps the *Blueprint*'s north star 45% goal vision intact while introducing a more precise target for the 2030–2031 school year to support better coordination and effective progress toward the long-term aim.

The CTE Joint Vision statement, adopted by the SBOE, AIB, and GWDB CTE Committee, sets the following goal: 1 in 4 high school students who are a part of the 2031 graduating class and who are college and career ready (CCR) will complete a high school level of a Registered Apprenticeship. Using current enrollment and achievement data, this would result in 4,050 students in the 2031 graduating class.

From mid-2023 to 2025, the CTE Committee's efforts have focused on establishing foundational structures (policies, definitions, and conceptual frameworks) necessary to ensure that high-quality, industry-aligned opportunities are prioritized in the pursuit of the *Blueprint*'s objectives. Concurrently, the CTE Committee has sought to develop a baseline understanding of field practices through the initial series of CTE Expert Review Team visits, while simultaneously enhancing internal staff capacity to effectively guide and coordinate the implementation of these policies and the Maryland CTE Framework. The execution of the CTE Joint Vision statement represents a significant pivot in the work of the CTE Committee

from establishing foundational structures and developing baseline understanding of field practices to the coordination of implementation of policies and the Maryland CTE Framework.

The AIB reviewed and voted to approve the CTE Joint Vision statement outlined in Appendix F in November 2025. The CTE Committee reviewed and voted to approve the CTE Vision in December 2025. The Maryland State Board of Education reviewed and voted to approve the CTE Vision in December 2025. The CTE Committee is currently in the process of developing a Joint Implementation Plan and Annual Progress-to-Goal Targets to execute the vision of the statement and implement Maryland's CTE Framework.

Progress Toward the 45% Goal

BACKGROUND

The *Blueprint for Maryland's Future* ("the *Blueprint*") set a goal that by the 2030-2031 School Year, 45% of public high school graduates will have completed the high school level of a Registered Apprenticeship (RA) or another industry-recognized credential (IRC) by the time of graduation ("the 45% goal"). The *Blueprint* requires the CTE Committee to report on the progress, by high school, toward attaining the 45% goal.[14] For the purposes of this annual report, the CTE Committee is currently unable to report on progress by specific high school. In future iterations of this annual report, the CTE Committee intends to report on progress by Local Education Agency (LEA), and potentially by high school if that level of detail is available and informative. Presently, the CTE Committee only has access to statewide data pertaining to the 45% goal and self-reported data from the individual LEAs that participated in CTE Expert Review Team (ERT) visits during school year (SY)2024-2025. Since the *Blueprint* stipulates measurements based on high school graduates, the CTE Committee will report on completion data for the prior school year.

In November and December 2025, the Accountability and Implementation Board (AIB), CTE Committee, and Maryland State Board of Education approved a CTE Joint Vision statement, which refines specifics of the 45% goal. This CTE Joint Vision set a goal for 1 in 4 high school students who are college and career ready (CCR) will meet the 45% goal in the *Blueprint* by completing a high school level of a Registered Apprenticeship (RA) in 2031. In other words, the CTE Joint Vision changes the denominator from "45% of graduating high school students" to "45% of graduating CCR high school students." It also provides a specific RA goal where 1 in 4 from the "45% of graduating students who are CCR" will have completed the high school level of a Registered Apprenticeship. As this vision was approved midway through SY2025-2026, this Annual Report continues to report on the original denominator of all high school graduates for SY2024-2025. Future reports will adjust data gathering to reflect the denominator as graduating students who are CCR as opposed to all graduating high school students.

Given already set timelines that LEAs report prior SY data to the Maryland State Department of Education (MSDE) and the time required to review and verify the data after the prior SY graduation, the timeframe for the CTE Committee to receive statewide attainment data was January 2026.

DEFINING THE 45% GOAL

The *Blueprint* requires that the CTE Committee define the apprenticeships and industry-recognized credentials (IRC) that count toward the 45% goal. There are no state or federal definitions for the "high school level of a Registered Apprenticeship" term used in the *Blueprint*. With over a million unique credentials available, discerning which ones employers

---

[14] Md. Code, Educ. § 21-204. https://tinyurl.com/ycy3ufhs

value requires a rigorous evaluation for each IRC.[15] As such, the CTE Committee is responsible for defining these terms and issuing policies on what apprenticeships and IRCs count toward the 45% goal. In 2024, the CTE Committee published both the Industry-Recognized Credential (IRC) Policy and the Apprenticeship Policy, and in December 2025, the CTE Joint Vision for Maryland's Future was approved. Together, these three define the 45% goal.

- The CTE Committee's Industry-Recognized Credential (IRC) Policy (Policy Issuance 2024-01) ensures alignment around one policy that clearly defines IRCs, one process and set of criteria to evaluate credentials, and one joint list of approved IRCs that both MSDE and the CTE Committee recognize for Perkins V funding and under the *Blueprint*'s 45% goal, respectively.[16] (See Appendix C)
- The CTE Committee's High School Level of a Registered Apprenticeship Policy (Policy Issuance 2024-02) sets a minimum standard for Registered Apprenticeship in high school that ensures students obtain quality on-the-job training coupled with related instruction, and that employers are connected to students trained in the skills they need. (See Appendix D)
- The CTE Joint Vision for Maryland's Future provides clarification on the high school level of a Registered Apprenticeship portion of the *Blueprint's* 45% goal and changes the denominator of the goal. As previously outlined, the CTE Joint Vision for Maryland's Future sets a goal for 1 in 4 high school students who are college and career ready (CCR) will meet the 45% goal in the *Blueprint* by completing a high school level of a Registered Apprenticeship in 2031. (See Appendix G)

A summary of these policies is provided on the following two pages.

---

[15] Credential Engine. (2022). Counting U.S. Secondary and Postsecondary Education Credentials. credentialengine.org/all-resources/counting-credentials/

[16] Perkins V is the Strengthening Career and Technical Education for the 21st Century Act was signed into law by President Trump on July 31, 2018. This bipartisan measure reauthorized the Carl D. Perkins Career and Technical Education Act of 2006 (Perkins IV) and continued Congress' commitment in providing nearly $1.4 billion annually for CTE programs. cte.ed.gov/legislation/perkins-v

Maryland
GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

Apprenticeships and Industry-Recognized Credentials for High School Students Under the *Blueprint for Maryland's Future*

Summary of Policy Issuances 2024-01 and 2024-02

The *Blueprint for Maryland's Future* ("the *Blueprint*") established a goal that, by the 2030-31 school year, 45% of public high school graduates will have completed the high school level of a Registered Apprenticeship or another industry-recognized credential, as defined by the CTE Committee of the Governor's Workforce Development Board ("45% goal"). The CTE Committee has issued two policies to define minimum standards and quality criteria for both the "high school level of a Registered Apprenticeship" and other "industry-recognized credentials" (IRCs) that will be counted toward the *Blueprint*'s 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
Registered Apprenticeship (RA)	- Gold standard for fulfilling the *Blueprint*'s 45% goal - Requires a minimum of 144+ hours of related instruction (RI) and 250+ hours of on-the-job training (OJT) before graduation[1] - Does not require completion of entire RA during high school	✅
Industry-Recognized Credential (IRC)	- IRC that validates skills for in-demand occupations and is recognized by employers, as approved by the GWDB CTE Committee[1] - Student must earn an IRC on the approved list - Student can also complete as part of a YA (see below) - Should be pursued when a RA is not available	✅
	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 *Blueprint*'s 45% goal[2]	✖

High School Level of a Registered Apprenticeship

Registered Apprenticeship (RA) provides a structured career pathway and is an earn-and-learn training model proven to have a strong return-on-investment for both apprentices and employers. In Maryland, RAs must be approved by the Maryland Apprenticeship and Training Council (MATC).

A "high school level of a Registered Apprenticeship" is defined as a MATC-approved RA program that begins while an apprentice is in high school, and **requires that students complete a minimum of 144 hours of related instruction (RI) and at least 250 hours of paid on-the-job training (OJT) before their high school graduation**. Further RA requirements continue post-graduation, in accordance with total program standards approved by MATC.

1. To view the GWDB CTE Committee's Apprenticeship Policy and IRC Policy, visit www.gwdb.maryland.gov/policy.
2. YA only cannot be included in the 45% goal given statutory definitions and interpretation of the law from the AIB.

Industry-Recognized Credential

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.**

The CTE Committee and the Maryland State Department of Education (MSDE) have developed a coordinated IRC vetting process to ensure that State efforts through the *Blueprint* as well as through federal Perkins CTE funding are focused on quality IRCs that fit the above definition.

Each IRC on the State-approved list used by both the CTE Committee and MSDE must meet the following required quality criteria:

1. Aligned with in-demand occupations
2. Provides documented outcomes
3. Validated by industry
4. Assessment-based
5. Standards-driven
6. Attainable and accessible
7. Portable

It is also preferred, but not required, that IRCs also meet the following quality criteria:

1. Stackable
2. Renewable

Successful "completion" of a "high school level" IRC (that can be counted for the Blueprint's 45% goal) requires one of the following:

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;

OR

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;

OR

Completion of a pre-apprenticeship program that is connected to registered apprenticeships and meets the IRC criteria and quality standards as defined in this policy.

Applications for new IRCs to be considered that are not on the approved list will be open annually August 1 through October 31. The IRCs will be reviewed by MSDE and submitted to the GWDB CTE Committee for approval to go into effect the following school year.

A list of current state-approved Industry Recognized Credentials can be viewed at www.marylandpublicschools.org/about/Pages/approved-credentials.aspx. Additional information can be found in the GWDB CTE Committee's Apprenticeship Policy and IRC Policy, which can be viewed at www.gwdb.maryland.gov/policy.

ABOUT THE GWDB CTE COMMITTEE
The **GWDB** serves as the Governor's chief strategy and policy-making body for workforce development by engaging key business, labor, education, community, and State and local government leaders to collaborate and advise the Governor on business-led workforce approaches that advance Maryland's economic competitiveness and build pathways to work, wages and wealth for all Marylanders. The **CTE Committee of the GWDB** was established under the *Blueprint for Maryland's Future* with a mission to build an integrated, globally-leading framework for providing CTE to Maryland students in public schools, institutions of postsecondary education, and the workforce. To learn more visit www.gwdb.maryland.gov/ctecomm.

PROGRESS MADE TOWARD THE 45% GOAL: DATA METHOD & ANALYSIS

School Year (SY)2024–2025 presented limitations in collecting data necessary to fully assess progress toward the 45% goal. The CTE Committee was unable to obtain fully comprehensive and reliable data due to the timing of new policy implementation and due to the misalignment between statutorily mandated reporting timelines for the CTE Committee and MSDE's long-established data-reporting timeline. It is important to understand the nuance and context to this data collection so that stakeholders have an accurate understanding of the state of CTE in Maryland and what progress has been made toward the 45% goal.

Data-Gathering Method: State Agency Partners

The CTE Committee gathers data from state agency partners in MSDE, MD Labor, and MLDSC, and by relying on data reporting from individual LEAs obtained through CTE Expert Review Team (ERT) visits. State agency partners provide statewide data on high school level of a Registered Apprenticeship participation and completion, industry-recognized credential (IRC) completion, and youth apprenticeship (YA). MD Labor provides the CTE Committee with data on RAs and YAs, while MSDE provides the CTE Committee with data on IRCs.

MD Labor's Division of Workforce Development and Adult Learning (DWDAL) does not have the ability to track whether or not a Registered Apprentice is in high school or what their progress is toward completing the required minimum "high school level" of a RA, which is 250 hours of on-the-job training (OJT) and 144 of related instruction (RI). For this reason, the CTE Committee is using the number of 17-year-olds who enrolled in a Registered Apprenticeship in the 2024 calendar year as a proxy metric for progress toward the 45% goal. 17-year-olds who registered to begin a Registered Apprenticeship in the 2024 calendar year are most likely to reach graduation in SY2024-2025 and, therefore, serve as a proxy for graduating students who complete the high school level of a Registered Apprenticeship. This is a different approach to the 2024 Annual Report, which assumed that all 17- and 18-year-olds participating in a RA are all graduating students who completed the required minimum "high school level" of a RA. More information about this proxy metric and the limitations of this method of data collection and analysis is present in the *Limitations of State Agency Partners' Data* section (page 22) and the *High School Level of a Registered Apprenticeship (RA) Completion and Participation Rates* section (pages 25-26).

DWDAL also shares YA data with the CTE Committee. The infrastructure for collecting YA data is accurate as DWDAL has created data dashboards to track and share cumulative youth apprenticeship data from 2017 to the present day. The Apprenticeship Maryland Program (AMP) facilitates a more streamlined data collection process than the current infrastructure for RAs.

State agency partners at MSDE provide comprehensive data about IRC completion to the CTE Committee. MSDE collects, verifies, organizes, and publishes data relevant to the CTE Committee from September to January for the previous school year (SY); *i.e.* data received in January 2026 will be for SY2024-2025. It is important to note that the statutorily mandated reporting timelines that the CTE Committee adheres to are not aligned with MSDE's data-reporting timelines. MSDE will implement the updated IRC list in SY2025-2026. In the meantime, the data the CTE Committee receives on SY2024-2025 will not reflect the updated

IRC list from December 2024 as the policy was not in effect until SY2025-2026. The CTE Committee and MSDE are committed to collaborating in order to align data and reporting timelines.

Data-Gathering Method: Local Education Agencies (LEAs)

Over the course of SY2024-2025, the CTE Expert Review Team (ERT) visited 11 LEAs between October and April and gathered self-reported data during these visits. LEAs provide data to the CTE ERT through the LEA Brief, which is completed two weeks before the LEAs' planned CTE ERT visit.[17] This LEA Brief reports data specific to the LEA:

- The total number of graduating students: The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. This definition is defined in federal regulation 34 C.F.R. §200.19(b) (1) (a)-(iv);
- CTE participation rates: An individual who earns not less than one credit in a state-approved CTE program of study;
- CTE concentration rates: An individual who has completed at least two courses in a single state-approved CTE program of study;
- CTE completer rates: Students who meet all requirements in a state-approved CTE program of study;
- Industry-recognized credential (IRC) completer rates:
  - For SY2024-2025, students who have met or exceeded proficiency on industry standards to attain an MSDE-approved industry-recognized credential;
  - Starting in SY2025-2026: Students that have earned an IRC approved by the CTE Committee. This is inclusive of Youth Apprentices who earn an IRC, as well as students who complete an approved pre-apprenticeship on the IRC list.[18]
- Youth Apprenticeship participation and completion rates: An apprentice with a valid Apprenticeship Maryland Program (AMP) agreement submitted by an LEA and their approved employer. AMP Youth Apprentices are considered "active" from the date of their agreement until they are reported "completed" or "cancelled." An AMP apprentice is "completed" when the LEA reports that the student completed at least 450 hours and 1 credit of approved RI. Cancellations mean the apprentice was reported as a non-completer;
- High school level of a Registered Apprenticeship participation and completion rates: A Registered Apprenticeship (RA) program, approved by the Maryland Apprenticeship and Training Council (MATC), that begins while an apprentice is in high school, and requires that students complete 144 hours of related instruction (RI) and at least 250

---

[17] Governor's Workforce Development Board, CTE Committee. (2025, November). *Career and Technical Education Expert Review Team Post-Visit Report: Washington County Public Schools*. https://tinyurl.com/3zruvryn
[18] Governor's Workforce Development Board, CTE Committee. (2024, December). *Policy on Industry-Recognized Credentials Under the* Blueprint for Maryland's Future (Policy Issuance 2024-01). https://gwdb.maryland.gov/policy/gwdbcte2024commindustrycredentialpolicy.pdf

hours of paid on-the-job training (OJT) before their high school graduation. Further RA requirements continue post-graduation, in accordance with total program standards approved by MATC;[19] and,

- Progress toward 45% Goal: This metric is calculated by adding together the high school level of a Registered Apprenticeship completion and the IRC attainment rate, divided by the total number of graduating students. The *Blueprint for Maryland's Future* set a goal that by SY2030-31, 45% of high school graduates will have completed the high school level of a Registered Apprenticeship or another industry-recognized credential (Md. Ed. Code §21-204).[20]

In preparation for the CTE Expert Review Team (ERT) visits, LEA leaders complete the LEA Brief, which includes the data outlined above and opportunities for LEA leaders to provide narrative context for their CTE system and its connection to the area's workforce. The real-time data from CTE ERT visits, along with LEAs' narratives to contextualize the state of CTE in their district, are valuable to the CTE ERT's work in building a baseline for what CTE looks like across Maryland. The CTE Committee conducts CTE ERT visits throughout the school year and must publish Post-Visit Reports.

The data the LEAs provide for the CTE ERT visits can be laborious to create and share, especially for smaller LEAs that do not have a dedicated data team.

Data-Gathering Analysis

Over the course of SY2024-2025, the CTE Committee relied on self-reported data from individual LEAs it visited through the CTE Expert Review Team (ERT) and it relied on data from state agency partners, like the Maryland State Department of Education (MSDE), the Maryland Department of Labor (MD Labor), and publicly available data from the Maryland Longitudinal Data System Center (MLDSC). LEA self-reported data from CTE ERT visits provides real-time data. This allows the CTE Committee to begin to assess progress toward *Blueprint* goals without having to wait for pre-established data reporting timelines to MSDE for the prior school year. This method gives LEAs the opportunity to showcase their wins and noted challenges through their collected data and gives them the opportunity to provide a narrative with the data they present to the CTE Committee.

On the other hand, state agency partners provide useful statewide data for the CTE Committee to assess statewide progress, align data definitions, and reduce the burdens on LEAs in reporting data to the CTE Committee. In addition, state agency partners provide consistency in their data collection processes, meaning the data the CTE Committee receives from state agency partners is reliable. While synthesizing both methods for gathering data – relying on LEAs' self-reported data from CTE ERT visits and on state agency partners' data – leads to validity because the CTE Committee can cross-reference and validate data points, these methods of data collection have significant limitations.

---

[19] For more information on this policy, please visit https://tinyurl.com/zkeej7y8

[20] For an overview of policies defining the *Blueprint*'s 45% goal, visit www.gwdb.maryland.gov/policy/gwdb2024blueprintgoalpolicyoverview.pdf.

Limitations of LEAs' Self-Reported Data from CTE ERT Visits

One limitation of relying on LEAs' self-reported data from CTE Expert Review Team (ERT) visits is that LEAs across the state have varying data collection and reporting methods and processes. The CTE Committee gathers relevant CTE data from LEAs throughout the school year during CTE ERT visits, which occur from October to May to align with the school year, which is from August to June. Some LEAs reported data using four-year cohort data, while others used graduating students, and others used the total number of high school students. Some LEAs used data from SY2023-2024, while others used predictive data for SY2024-2025. There is also inconsistency in that some LEAs used the Technical Skills Assessment (TSA) and IRC list approved prior to the State of Maryland's current criteria, while others used the newly approved IRC list from the December 2024 issued policy; however, it should be noted that the IRC policy did not officially go into effect until SY2025-2026. As such, the CTE Committee anticipates these inconsistencies in IRC data collection will be amended in the 2026 annual report, which will report on SY2025-2026 data as all LEAs will be in alignment with the updated IRC list.

Relying on LEA self-reported data also does not allow for accurate annual comparison the same way data provided annually by MSDE would. Self-reported data that comes from LEAs during the CTE ERT visit does not always go through the same rigorous validation process as data that is reported by MSDE. Additionally, collecting and reporting on this data can be a labor-intensive process for many LEAs, especially for smaller districts that do not have a designated data team.

The CTE Committee is in the process of working with MSDE to streamline data reporting processes, to align on state data definitions, and better coordinate data collection timelines in order to alleviate some of this burden on LEAs and to create systems that allow for consistent data comparison across the state. Ultimately, the inconsistency in how data is gathered, its limitation for annual or cross-district comparisons, and its labor-intensive process are all limitations of using LEAs' self-reported data from the CTE Expert Review Team visits.

Limitations of State Agency Partners' Data

As mentioned in previous sections, there are limitations to data reporting and analysis created by misaligned reporting timelines of the CTE Committee and MSDE. MSDE's standard timeline for gathering, validating, and reporting CTE data is from September to January for the previous school year. This means the CTE Committee will be unable to obtain relevant CTE data for the school year until late December or early January. The CTE Committee has statutory obligations to complete from September to January every year that require CTE data, including CTE Expert Review Team visits and their corresponding Post-Visit Reports, and the CTE Annual Report. The CTE Committee and MSDE will continue to collaborate to align and streamline data reporting.

As of the writing of this report, there are also limited capabilities for gathering data on the number of students completing or participating in a "high school level" of a Registered Apprenticeship as defined by the CTE Committee's Apprenticeship Policy. The CTE

Committee's *Policy on Apprenticeships for High School Students Under the Blueprint for Maryland's Future* defines a high school level of a Registered Apprenticeship as a Maryland Apprenticeship and Training Council (MATC) approved Registered Apprenticeship program that begins while an apprentice is in high school, and requires that students complete a minimum of 144 hours of related instruction (RI) and at least 250 hours of paid on-the-job training (OJT) before their high school graduation. MD Labor's Office of Apprenticeship database does not currently capture whether an apprentice was enrolled in high school or began an apprenticeship after graduating from high school, nor has it done so in the past. In addition, the database does not track on-the-job training (OJT) hours or related instruction (RI), making it impossible to determine whether people who are high school-age (16-17 years old) who are Registered Apprentices completed the "high school level" of a Registered Apprenticeship as defined in the CTE Committee's Apprenticeship policy. Due to these data limitations, and for the purposes of this report, the CTE Committee and the MD Labor Office of Apprenticeship used the number of 17-year-olds who registered to begin a Registered Apprenticeship in calendar year 2024 as a proxy measure for progress toward the 45% goal. This approach is based on the assumption that most 17-year-olds registering to begin an apprenticeship in 2024 are likely to be graduating from high school and to have had sufficient time to complete the required HSLRA 250 OJT and 144 RI hour benchmarks by SY2024-2025's graduation. More information about this proxy metric and these data limitations is provided in the *High School Level of a Registered Apprenticeship (RA) Completion and Participation Rates* section on pages 25-26. MD Labor, MSDE, and the CTE Committee will continue to partner to address this limitation.

Additionally, the CTE Committee is currently unable to determine whether there is duplication between students who earn an IRC and those who are counted as meeting the high school level of a Registered Apprenticeship. This limitation is primarily due to differences in data collection and reporting between MD Labor and MSDE. MD Labor uses Social Security Numbers (SSNs) to track individuals, but MSDE does not collect SSNs in order to follow FERPA. While the MLDSC is able to backward-map student and Registered Apprenticeship records in order to connect the two and mitigate the duplication limitation, the timelines for MLDSC receiving and cleaning data from MSDE and the Maryland Department of Labor would result in additional delays in reporting on the prior school year.

These limitations are something the CTE Committee will continue to work through with MSDE, MD Labor, and MLDSC to address, and several mitigation approaches are detailed in the section below.

Planned Mitigations for Future Reports

As noted above, data from SY2025-2026 is scheduled to be provided to the CTE Committee in January 2027. Based on conversations with state partners, the CTE Committee anticipates this dataset will include an updated IRC list and that more extensive information regarding the number of high school students participating in RA will be available as a result of an updated MD Labor database. The updated IRC list was implemented in SY2025-2026, which means the IRC data the CTE Committee receives from MSDE in January 2027 will demonstrate the impact of the IRC Policy approved in December 2024. MD Labor plans on updating their data tracking systems, especially for Registered Apprenticeships, to track

HSLRA completers more precisely than current age-based proxy data allows. The CTE Committee will continue to work with state agency partners to create an efficient and effective data system to collect, analyze, and evaluate these data points.

PROGRESS MADE TOWARD 45% GOAL: DATA PRESENTATION

Over the course of School Year (SY)2024-2025, the CTE Committee synthesized LEAs' self-reported data from CTE ERT visits with data the CTE Committee received from state agency partners, like the Maryland State Department of Education (MSDE), the Maryland Department of Labor (MD Labor), and the Maryland Longitudinal Data System Center (MLDSC), to report the following data and data method. In the previous section, the CTE Committee identified its current data collection method, limitations, and mitigations. In this section of the report, the CTE Committee will present data relevant to the progress toward the 45% goal.

CTE Participation and Completion Rates

In *Table 1*, the LEA's self-reported data on the number of graduating students, CTE participation rates, and CTE completion rates are available for the districts the CTE Committee visited over the course of SY2024-2025 CTE Expert Review Team (ERT) visits. This data was provided to the CTE Committee from the LEAs who participated in the CTE ERT visits. In the previous section, the CTE Committee outlined limitations associated with this data. This data gives readers perspective on the size of each LEA the CTE Committee visited in SY2024-2025, the number of students who earn at least one credit in a CTE program of study, and the number of students who complete a CTE program of study.

Table 1: Graduating Students, CTE Participation Rates, and CTE Completer Rates for every LEA that self-reported data to the CTE Committee during CTE Expert Review Team visits in SY2024-2025.

LEA	Graduating Students	CTE Participation Rate	CTE Completers Rate[21]
Baltimore County	7,633	54%	35%
Caroline	442	78%	59%
Cecil	1,059	89%	33%

---

[21]MSDE data analyses emphasize CTE concentrators rather than "CTE completers" to align with the Perkins V measurement requirements, and because "CTE completer" can mean many different things based on each CTE program of study.

LEA	Graduating Students	CTE Participation Rate	CTE Completers Rate[21]
Charles	2,181	N/A[22]	34%
Dorchester	229	53%	34%
Montgomery	12,009	43%	15%
Somerset	169	N/A	70%
Talbot	346	100%	45%
Washington	1,650	65%	56%
Wicomico	968	62%	40%
Worcester	467	86%	60%

While this data does not indicate progress toward the 45% goal specifically, it provides a helpful snapshot of the number of students participating in CTE and who likely have the most seamless access to earning an IRC or completing the high school level of a Registered Apprenticeship. Furthermore, the data showcases the wide variation between small and large LEAs, as well as varying degrees of student recruitment and retention in CTE programs. As previously stated, the data collection process has several limitations due to the differences among federal, state, and *Blueprint* reporting requirements. For instance, some LEAs only reported data on "total CTE students," while others used "exiting students."

The data in *Table 1* demonstrates LEAs' ability to recruit and retain students into CTE programs. From the data in *Table 1*, it may be observed that there is correlation between LEAs' number of graduating students and CTE Completer Rates. Districts with a higher number of graduating students tend to have lower CTE Completer Rates, while LEAs with a lower number of graduating students tend to have higher CTE Completer Rates; however, more data will be necessary to validate these observations. Given the purpose of Phase 1's CTE Expert Review Team Deployment Plan was to establish a baseline for CTE in the state, this data on CTE student recruitment and retention builds toward that goal and is valuable.

---

[22] Data not provided by LEA.

High School Level of a Registered Apprenticeship (RA) Completion and Participation Rates

Progress toward the *Blueprint*'s 45% goal is measured by the number of graduating students who have either completed a high school level of a Registered Apprenticeship (RA) (as defined by the CTE Committee's *Policy on Apprenticeships for High School Students Under the Blueprint for Maryland's Future)* or earned an industry-recognized credential (IRC). RAs are the gold-standard for progress toward the 45% goal, and in the CTE Framework, which was published in January 2025, and CTE Joint Vision Statement for Maryland's Future, approved December 2025, the agencies responsible for overseeing and implementing the *Blueprint* reaffirmed their commitment to maximize the number of students who complete the high school level of a RA. The data necessary for measuring progress toward the 45% goal – the number of high school-aged people, specifically 16- and 17-year-olds, who were actively participating in a RA – is provided to the CTE Committee by MD Labor's Office of Apprenticeship, housed within the Division of Workforce Development and Adult Learning (DWDAL).

MD Labor's Office of Apprenticeship's database does not currently collect information on whether an apprentice was enrolled in high school or if they began an apprenticeship after high school graduation (nor has it done so historically). The current database also does not track on-the-job training (OJT) hours or related instruction (RI), so it is impossible to know if students who are identified in the database as participating in an RA have completed the "high school level" of the Registered Apprenticeship, as defined in the CTE Committee's Apprenticeship policy.[23] Because of this data limitation, and for the purposes of this report, the CTE Committee and the MD Labor Office of Apprenticeship used the number of 17-year-old people who registered to start a RA in the 2024 calendar year as a proxy metric to track progress toward the 45% goal. Seventeen year-olds who registered to start an RA in the 2024 calendar year are most likely to be graduating from high school and to have had time to complete the HSLRA 250 OJT and 144 RI hour mandatory benchmarks by graduation. Using this proxy metric, the approximate total number of high school graduates meeting the 45% goal in SY2024-2025 is 99 students.

Similarly, to gain an understanding of the approximate number of students currently participating in a RA, a proxy metric must be employed – to track current participation (in addition to completion of RA) of high school students in RA, the CTE Committee and MD Labor Office of Apprenticeship used the number of 16- and 17-year-old people who registered to start an apprenticeship in 2024. Using this proxy metric, the approximate total number of high school students who participated in a RA in SY2024-2025 is 102. These approximate measures toward progress provided by the proxy metrics are organized by school years 2023-2024 and 2024-2025 in Table 2 below.

---

[23] The GWDB CTE Committee defined a high school level of a Registered Apprenticeship in its *Policy on Apprenticeships for High School Students Under the Blueprint for Maryland's Future* as a MATC-approved RA program that begins while an apprentice is in high school, and requires that students complete a minimum of 144 hours of related instruction (RI) and 250 hours of paid on-the-job training (OJT) before their high school graduation.

The MD Labor Office of Apprenticeship is actively working to enhance HSLRA reporting capabilities. This modernization effort is made possible through a new state investment secured by DWDAL in November 2025 to replace the state's antiquated apprenticeship technology infrastructure. Once complete, DWDAL will be able to more easily distinguish HSLRA from overall RA data. In addition, DWDAL will be able to support tracking of new indicators of interest.

Table 2: The number of 16-year-olds and 17-year-olds who participated in a Registered Apprenticeship in school years 2023-2024 and 2024-2025.

Age	SY2023-2024	SY2024-2025
16-year-olds	3	3
17-year-olds	44	99
Total	**47**	**102**

The current reporting mechanisms also do not track whether any of these Registered Apprentices are also duplicated in MSDE's IRC completion rates. For this reason, it is possible for Registered Apprentices to be duplicated in the IRC completion count; however, given the overall number of approximate high school Registered Apprentices, this potential for duplication was seen as irrelevant for the purposes of this report.

IRC Completion Rates - Statewide

As mentioned in the previous section, the CTE Committee's Apprenticeship and IRC policies were issued in December 2024, which means LEAs in Maryland did not have the opportunity to adopt and implement these new policies in SY2024-2025. Most importantly, the IRC policy published in December 2024 presented a new list of approved IRCs that did not go into effect until SY2025-2026. For this reason, the following data on IRC completion rates is associated with the list of Technical Skill Assessments (TSAs) and IRCs approved prior to December 2024, not the most recent list of approved IRCs.

Registered Apprenticeship numbers have increased and so have IRC completion rates, demonstrating that the state is making progress toward the 45% goal. It should be noted that the CTE Committee has the number of 12th grade graduating students in Maryland who earned an IRC, but not the number of 12th grade graduating students in Maryland who are CCR and earned an IRC, per the updated CTE Joint Vision statement. This discrepancy means that no meaningful year-to-year comparisons can be made because the data in next year's report will reflect both the updated list of IRCs approved in December 2024 and the CTE Joint Vision statement approved in December 2025.

According to the data the CTE Committee received from MSDE, 12th grade graduating students in Maryland earned 6,859 TSAs and IRCs approved prior to the December 2024 IRC policy over the course of SY2024-2025. The number of TSAs and IRCs from SY2023-2024 include 12th grade students who earned an IRC, not 12th grade students who graduated, so

the year-to-year comparison will not be comprehensively accurate for the purposes of this report.

Table 3: The number of 12th graders who completed an IRC in SY2023-2024.

	SY2023-2024
12th Graders who Earned an IRC	4,674

Table 4: The number of graduating 12th graders who completed an IRC in SY2024-2025.

	SY2024-2025
Graduating 12th Graders who Earned an IRC	6,859

This TSA and IRC completion data, which represent the previously approved list, not the State of Maryland's current criteria, shows that the State of Maryland has taken on the work of incorporating IRCs into CTE curriculum and that LEAs are making a concerted effort to reach toward the 45% goal. As LEAs continue to align with IRC completion and implement the updated list of IRCs in SY2025-2026, the CTE Committee anticipates an accurate IRC completion rate in alignment with the *Blueprint* in the next annual report.

MSDE also shared demographic information on 12th grade students in Maryland who graduated with an IRC in SY2024-2025.

Table 5: The number of graduating 12th graders who completed an IRC in SY2024-2025 by gender.

	Male	Female	Other
Graduating 12th Graders who Earned an IRC	3,567	3,289	3

Table 6: The number of graduating 12th graders who completed an IRC in SY2024-2025 and the percentage of total IRC completers compared to the percentage of total statewide high school students.

Race/Ethnicity	Graduating 12th Graders who Earned an IRC	% of Total Statewide IRC Completers Graduating 12th Grade	% of Total Statewide High School Students[24]
American Indian or Alaskan Native	13	0.2%	0.3%

---

[24] Demographic data for total statewide high school students comes from MSDE's "Maryland Report Card": Maryland State Department of Education. (2025). *Maryland Report Card*. https://reportcard.msde.maryland.gov/

Asian	383	5.6%	6.9%
Black or African American	1,724	25%	33%
Hispanic/Latino	936	14%	23%
Native Hawaiian or Other Pacific Islander	9	0.1%	0.1%
White	3,430	50%	32%
Two or More Races	364	5.3%	4.7%

Table 7: The number of graduating 12th graders who completed an IRC in SY2024-2025 by Special Population.

Special Populations	Graduating 12th Graders who Earned an IRC	% of Total Statewide IRC Completers Graduating 12th Grade	% of Total Statewide High School Students[25]
Individuals with Disabilities (ESEA/IDEA)	386	5.6%	11%
Individuals from Economically Disadvantaged Families	2,648	38.6%	41%
English Learners	155	2.3%	11%
Homeless Individuals	87	1.3%	1.8%
Youth in Foster Care	7	0.1%	0.2%

Based on the above data provided by MSDE and through the MSDE Report Card, stakeholders may observe the following racial discrepancies and discrepancies among Special Populations between IRC completers and Maryland's high school demographics.[26]

Race/Ethnicity:

---

[25] Demographic data for total statewide high school students comes from MSDE's "Maryland Report Card": Maryland State Department of Education. (2025). *Maryland Report Card.* https://reportcard.msde.maryland.gov/

[26] Demographic data for total statewide high school students comes from MSDE's "Maryland Report Card": Maryland State Department of Education. (2025). *Maryland Report Card.* https://reportcard.msde.maryland.gov/

- The widest observable discrepancy is the rate at which graduating IRC completers are categorized as White at 50%, which is much higher than the statewide rate of high school students categorized as White at 32%.
- The rate at which graduating IRC completers are categorized as Hispanic/Latino is 14%, which is lower than the statewide rate of high school students categorized as Hispanic/Latino at 23%.
- The rate at which graduating IRC completers are categorized as Black or African American is 25%, which is lower than the statewide rate of high school students categorized as Black or African American at 33%.

Special Populations:
- The rate at which graduating English Learners earn an IRC is 2.3%, which is less than a fourth the statewide rate of high school students who are English Learners at 11%.
- The rate at which graduating students with disabilities earn an IRC is 5.6%, which is just over half the statewide rate of high school students with disabilities at 11%.

These observations about demographic data related to 12th grade graduating students who completed an IRC are valuable because they provide insight into where the CTE Committee and state agency partners will need to analyze to provide technical assistance so that all of Maryland's students have access to fulfilling and family-sustaining careers. That said, this data represents Technical Skill Assessments (TSAs) and Industry-Recognized Credentials (IRCs) that were approved prior to the State of Maryland's current criteria.

The next iteration of the CTE Annual Report will include the updated IRC list as a result of the implementation of the IRC Policy effective starting in SY2025-2026 and the updated guidance from the CTE Joint Vision Statement.

IRC Completion Rates - CTE ERT Visits in SY2024-2025

The CTE Committee gathered self-reported data on IRC completion rates for graduating students during the 11 CTE ERT visits in SY2024-2025. Many of these LEAs reported their data from SY2023-2024, while some reported predictive data for SY2024-2025. This data in *Figure 1* should not be used in comparison across LEAs or to compare year-to-year progress because LEAs gathered this data using varying measures and a list of approved Technical Skills Assessments (TSAs) and IRCs that will be updated in SY2025-2026. Self-reported data on IRC completion from the 11 CTE ERT visits is valuable because it demonstrates the CTE Committee is in progress of establishing the baseline for what CTE looks like across the State of Maryland, LEAs' progress toward the 45% goal, potential trends in data, potential areas to explore technical assistance, and the impact new policies and the new approved list of IRCs have.

The data in *Figure 2* comes from the 11 self-reported LEAs who the CTE ERT visited in SY2024-2025.

Figure 2: Graduating Students and IRC Completion Rates for every LEA that self-reported data to the CTE Committee during CTE Expert Review Team visits in SY2024-2025.

LEA IRC Completion Rate Among Graduating Students in the 2024-2025 SY
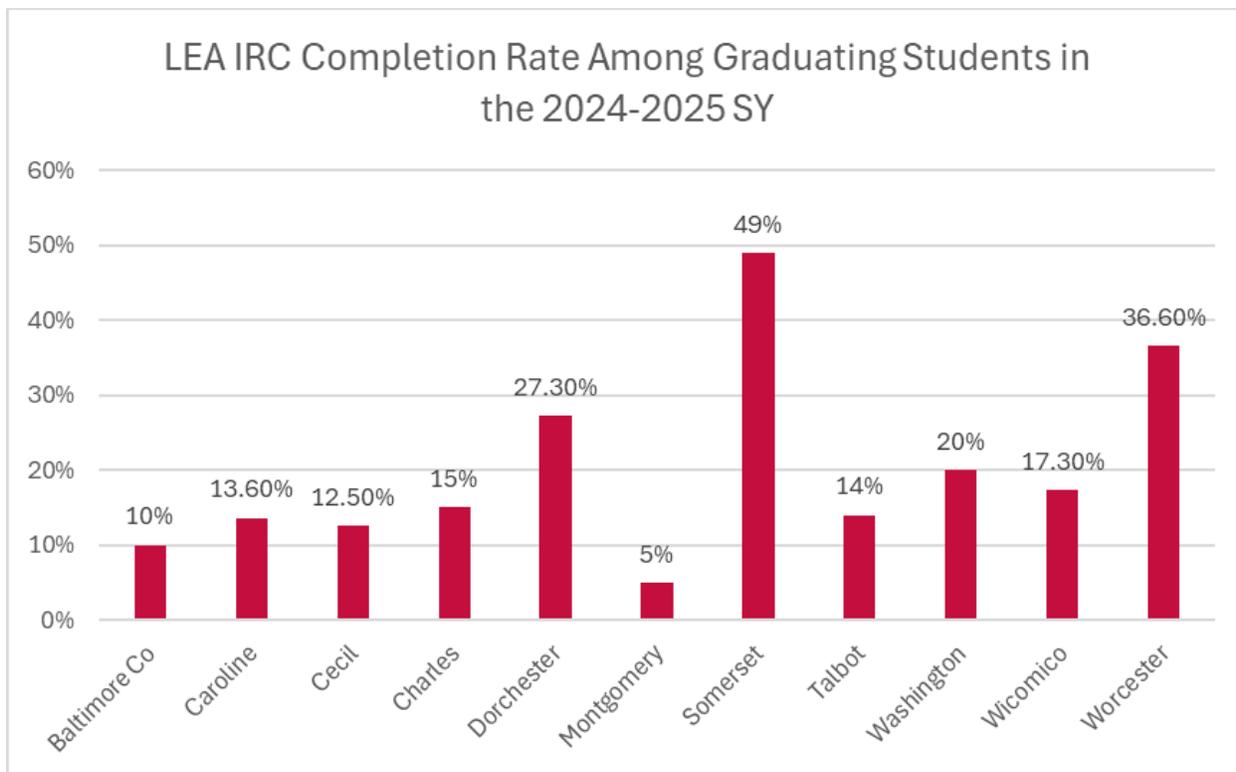
Figure 2 demonstrates IRC completion rates for the 11 LEAs the CTE ERT visited in SY2024-2025, which is self-reported data. Again, it should be noted that most of these IRC completion rates come from the previously approved IRC list, not the newly approved IRC list from December 2024, so this data does not accurately reflect these 11 LEAs' progress toward the 45% goal. It should also be noted that some of the LEAs the CTE ERT visited reported data from SY2023-2024, while others reported predictive data for SY2024-2025. That said, the data from *Figure 2* clues the CTE Committee to a couple of trends.

The first important trend that is noticeable in *Figure 2* is that the two most populous LEAs - LEAs with the highest number of graduating students, which are Baltimore and Montgomery Counties (see *Table 1* on page 24 for the number of graduating students) - have the lowest IRC completion rates of the 11 LEAs the CTE ERT visited. Baltimore County reported 7,633 students graduated and 763 of them earned an IRC, while Montgomery County reported 12,009 students graduated and fewer than 600 of them earned an IRC. Meanwhile, the two LEAs with the fewest graduating students, Dorchester and Somerset County, had some of the highest IRC completion rates. Dorchester reported 229 students graduated and 63 of them earned an IRC (27%), while Somerset County reported 169 students graduated and 83 of them earned an IRC (49%). Worcester County, which has the fifth-highest number of graduating students in this set of 11 LEAs at 467, had the second-highest IRC completion rate at 37%, or 172 students. This suggests a trend in the data that larger LEAs

have lower IRC completion rates, while smaller LEAs have higher IRC completion rates. Analysis indicates that LEAs are likely to exhibit varying levels of success in achieving the 45% goal, with some districts eventually exceeding the target while others will have lower percentages; however, persistently lower IRC attainment rates in larger districts will undoubtedly exert a downward effect on the statewide average.

Another trend that is observable in *Figure 2* is how similarly neighboring LEAs perform. For instance, the three counties that make up the Lower Shore - Somerset, Wicomico, and Worcester - all had relatively high IRC completion rates. The three counties that make up the Middle Shore - Caroline, Dorchester, and Talbot Counties - had similar IRC completion rates. While this observation is not comprehensive according to the data, CTE ERT observations corroborate regional collaborations as an effective best practice to continuously align CTE curriculum, industry standards, and local contexts, which is further expanded on in the section, "Annual Assessment of CTE" on page 36.

As the CTE ERT completed its first year of Phase 1, the CTE Committee has compiled data regarding IRC completion from 11 LEAs out of 24 and this data represents progress using the previously-approved IRC list, not the new IRC list approved in December 2024. Although this data is not a precise representation for these LEAs' progress toward the 45% goal, the CTE Committee has observed two important trends that will need further data to corroborate. The first trend is that less populous LEAs have higher IRC completion rates, while LEAs with a high number of graduating students have lower IRC completion rates. The second trend is that there are regional similarities in IRC completion rates, which means there are potentially regional collaborations and best practices that can be modeled for how to effectively incorporate IRC assessments into CTE curriculum.

Youth Apprenticeship Completion Rates

Although youth apprenticeships do not count toward the 45% goal unless the youth apprentice earns an IRC, youth apprenticeship data has been collected through the Apprenticeship Maryland Program (AMP). Youth apprenticeship data provides insight on the current state of CTE in Maryland, LEAs' ability to grow new work-based learning opportunities, students' growing participation in career-connected learning, and will be useful data when identifying what areas of technical assistance and support are needed.

The CTE Committee collaborates with DWDAL's Office of Apprenticeship to retrieve youth apprenticeship data.

Table 8: The number of new youth apprenticeships started in School Years (SY) 2021-2022, 2022-2023, 2023-2024, and 2024-2025.

	SY2021-2022	SY2022-2023	SY2023-2024	SY2024-2025
New Youth Apprentices	125	516	1,024	1,098

The number of new youth apprenticeships started in Maryland increased by 7.2%, or 74 new apprentices, between SY2023-2024 and SY2024-2025. The number of new youth apprenticeships started in Maryland has, comparatively, slowed down from the growth seen between SY2022-2023 and SY2023-2024, which saw new youth apprenticeship numbers double. The number of new youth apprentices between SY2021-2022 and SY2022-2023 was even greater, with 391 new youth apprenticeships started in Maryland.

This trend is worth noting because LEAs in Maryland are still working toward making the transition from prioritizing youth apprenticeships to prioritizing high school level Registered Apprenticeships. LEAs, when given the appropriate resources and time, were able to implement and prioritize youth apprenticeships through the Apprenticeship Maryland Program (AMP). As LEAs begin the transition to high school level Registered Apprenticeships, the number of new youth apprenticeships annually demonstrate the potential for success implementing high school level Registered Apprenticeships if LEAs are given the appropriate resources and time.

45% GOAL PROGRESS

Based on the data provided above, the state was at 11% attainment toward the *Blueprint's* 45% goal in SY2024-2025. The same data limitations mentioned in the previous sections regarding the 45% goal data (pages 22-24) also apply to the overall progress toward the 45% goal. The IRCs come from the previously approved list, not the list approved in December 2024. The IRC Completion data is limited to 12th graders who graduated in SY2024-2025, which may potentially leave out others who earned an IRC and graduated. There is also currently no mechanism for measuring whether a Registered Apprentice is a high school graduate, nor is there a mechanism for measuring progress toward the 250 OJT and 144 RI hours required to complete the high school level of a Registered Apprenticeship (as defined by CTE Committee Policy). For the purposes of this report, the CTE Committee used "17-year-olds who enrolled in a Registered Apprenticeship in the 2024 calendar year" as a proxy for those who completed the high school level of a Registered Apprenticeship. Currently, the CTE Committee does not have access to College and Career Readiness (CCR) data stipulated by the new CTE Joint Vision statement from December 2025, but the following tables measure progress toward the 45% goal using total high school graduates. Future iterations of the CTE Annual Report will incorporate the updated guidance from the CTE Joint Vision statement.

Table 9: Progress Toward the 45% Goal: SY2024-2025.

	12th Grade Graduating IRC Completers	HSLRA Completers (Proxy)	Total High School Graduates	Percentage Meeting the Goal
SY2024-2025	6,859	99	63,214	11%

Table 10: Progress Toward the 45% Goal: SY2023-2024.

	12th Grade Students IRC Completers	HSLRA Completers (Proxy)	Total High School Graduates	Percentage Meeting the Goal
SY2023-2024	4,674	44	57,759	8%

Table 11: Annual Progress Toward the 45% Goal: SY2024-2025 and SY2023-2024.

	SY2023-2024	SY2024-2025
Percentage Meeting the Goal	8%	11%

Table 10 shows that the state has increased progress toward the *Blueprint's* 45% goal by 37.5% between SY2023-2024 and SY2024-2025. The State of Maryland is 34 percentage points away from achieving the 45% goal by SY2030-2031, which is five years away. The CTE Committee has only collected progress toward the 45% goal for two school years, but policies, guidance, *etc.* will greatly impact progress toward the *Blueprint's* goals. This progress toward the 45% goal incorporates actual data from state agency collaborators at MSDE and MD Labor.

45% GOAL MILESTONES

Pursuant to Md. Code, Educ. § 21-204, the CTE Committee is required to develop annual targets for meeting the *Blueprint's* 45% goal. The newly approved CTE Joint Vision statement updates the *Blueprint*'s 45% goal to state that by school year (SY)2030-2031, 45% of public high school students who are college and career ready (CCR) will have completed the high school level of a Registered Apprenticeship (RA) or another industry-recognized credential (IRC) by the time of graduation ("the 45% goal"). The CTE Joint Vision specifies that of the 45% goal, 1 of 4 students will meet the goal by completing the high school level of a RA. At the time of the writing of this report, the CTE Committee is in the process of collaborating with MSDE to finalize these annual targets, and to ensure clear and coordinated communication of these targets with LEAs. This collaboration will ensure alignment of the annual targets with the CTE Joint Vision statement approved in December 2025 (and mentioned previously in this Report). Once finalized, these annual targets will be formally incorporated into a CTE Joint Vision statement Implementation Plan.

NEXT STEPS: 45% GOAL PROGRESS, DATA COLLECTION, & METHODOLOGY

As noted, significant limitations impacted the accuracy of data reported on progress toward the 45% goal for school year (SY)2024–2025. Because the Apprenticeship Policy and Industry-Recognized Credential (IRC) Policy were not in effect fully during that period, it is not possible to determine how many students within the reported 11% met the approved definitions. Throughout SY2024–2025, the CTE Committee collaborated with the Maryland State Department of Education (MSDE), Maryland Department of Labor (MD Labor), the

Accountability and Implementation Board (AIB), the Maryland Longitudinal Data System Center (MLDSC), and local education agencies (LEAs) to improve data collection and reporting. MD Labor's acquisition of a modernized apprenticeship database will support more reliable data tracking. The CTE Committee also plans on working with the AIB to realign dates for reports like the Annual Report to assure alignment with state agency partners' data collection processes; e.g. MSDE provides relevant CTE data to the CTE Committee in January every year, but the report is due in December. Future reports will also include additional implementation metrics and full student-level disaggregation, which the CTE Committee is unable to do without sufficient time to analyze and disaggregate the data because the CTE Committee does not receive relevant data until January.

In SY2024-2025, the CTE Committee:

- Approved and published the Apprenticeship and IRC policies,
- Approved and published the CTE Framework in January 2025,
- Approved and published the CTE Perkins Reserve Grant FY26 Grant Information Guide,
- Partnered with Jobs for the Future (JFF) to assess and assist Maryland's Career Counseling infrastructure.

Since July 2025 to the publishing of this report, the CTE Committee:
- Approved and published the CTE Committee Expert Review Team Deployment Plan SY2025-2026,
- Approved and published the Perkins Reserve Grant FY26 Recipients,
- Approved and published the Interagency Pathway Development and Implementation Plan,
- Approved and published the Career Counseling Memorandum of Understanding (MOU) Best Practices report in collaboration with JFF,
- Approved and published 5 CTE Expert Review Team Post-Visit Reports, and
- Approved and published the CTE Joint Vision for Maryland's Future.

In 2026, the CTE Committee will continue to work with state agency partners and local education agencies to:
- Build CTE data and tracking infrastructure,
- Provide more accurate and data-informed annual targets measuring progress toward the 45% goal,
- Implement the CTE Joint Vision for Maryland's Future's guidance on *Blueprint* goals, and
- Strategize data gathering for Phase 2 of the CTE Expert Review Team.

The CTE Committee has identified its primary deliverables for 2026, which will be included in the following sections (see page 53).

Annual Assessment of CTE

BACKGROUND

The CTE Committee is required to include in its annual report an assessment of the state of CTE within Maryland and statutory, regulatory, budgetary, and structural changes needed to address the challenges of the evolving CTE system.[27] The CTE Committee conducted 11 CTE Expert Review Team (ERT) visits during school year (SY)2024-2025. Given the limited reliable data, which is detailed in prior sections, coupled with the early stages of ERT analysis, the CTE Committee is able to provide a preliminary analysis of the state of CTE across Maryland at this time, but not a comprehensive analysis. The CTE Committee fully intends to have more thorough data analysis coupled with CTE ERT visits from SY2025-2026 to inform this requirement in the report moving forward.

EXPERT REVIEW TEAM VISIT PROGRESS (SY2024-2025)

The *Blueprint* requires that the CTE Committee establish and administer Expert Review Teams (ERT) to visit schools offering CTE pathways. These visits observe and track the progress of LEAs in implementing CTE programs that align with the *Blueprint*'s vision, Maryland's CTE Framework as established by the CTE Committee, and associated policies. In addition to reviewing progress, the visits are intended to provide support and identify technical assistance needs as LEAs build their CTE systems.

The CTE ERT visited 11 LEAs and 18 schools in SY2024-2025. These CTE ERT visits enabled the CTE Committee to review self-reported data from LEAs, qualitative data from conducted interviews and facilitated focus groups (with teachers, students, career coaches and school counselors, and LEA leadership), and classroom observations to inform the following summary of observations on the state of CTE. Including the pilot year (SY2023-2024) and visits to date this school year (SY2025-2026), the CTE ERT has visited 17 LEAs and 30 schools so far. As the CTE ERT continues to iterate and refine the process for visits, there are several observable strengths and challenges that the CTE Committee will take into consideration when designing Phase 2 visits and future deployment plans.

---

[27] *Md. Code, Educ. § 21-209.* https://tinyurl.com/2pkr26kce

Figure 3: The number of schools with CTE programming within each LEA

Garrett 2 · Allegany 4 · Washington 10 · Carroll 10 · Harford 11 · Cecil 6 · Frederick 13 · Baltimore County 27 · Baltimore City 24 · Howard 14 · Kent 1 · Queen Anne's 6 · Montgomery 28 · Anne Arundel 17 · Caroline 3 · Prince George's 25 · Talbot 2 · Charles 8 · Calvert 5 · Dorchester 3 · St. Mary's 5 · Wicomico 5 · Worcester 4 · Somerset 1

Statewide Total 234

Counties in Red have been visited
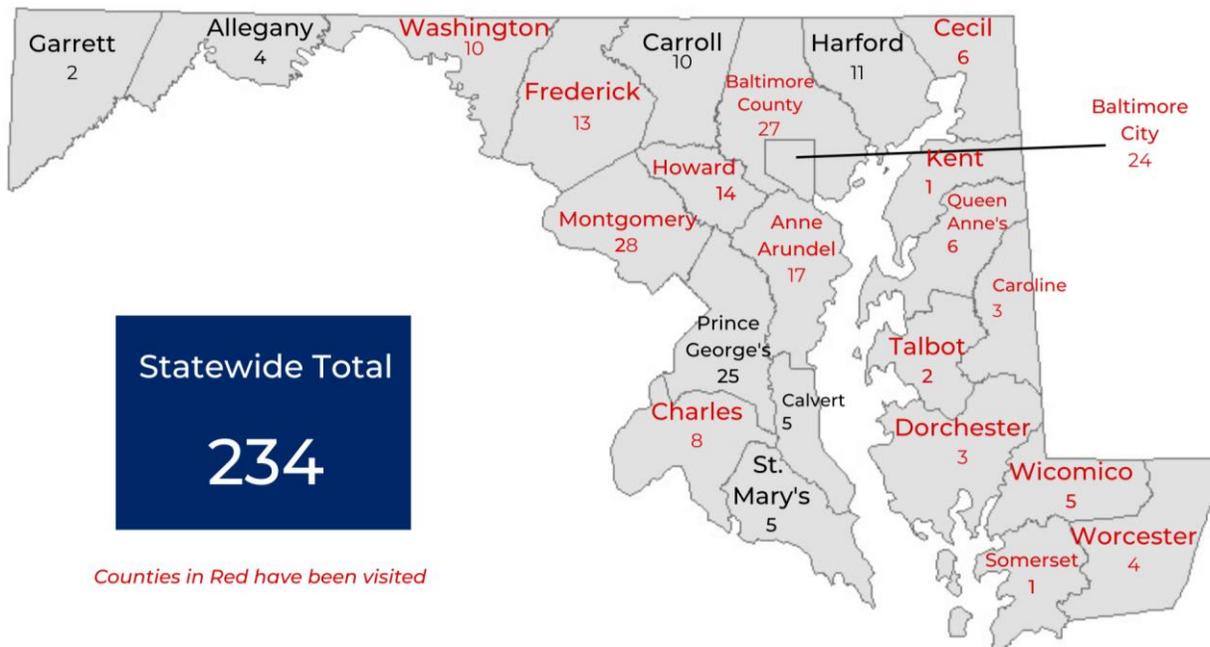
Observed Strengths of CTE ERT Visit Process

1. **Opportunity for Valid and Reliable Information Gathering:** The structure of CTE ERT visits enables the collection of information in a valid and reliable manner – a core strength of the process. Each CTE ERT visit follows the same objectives and uses the same focus group questions to ensure consistent, reliable collection. Validity is built through peer review, which occurs naturally within the CTE ERT because its members bring diverse expertise and collaborate closely. During debrief sessions, experts share their observations, allowing the group to examine findings from multiple perspectives and engage in meaningful, small-scale peer review.

2. **Team Ability to Identify Equity Gaps:** The CTE ERT process is designed to bring together experts with diverse backgrounds and perspectives as team members so that they can work together to identify gaps and barriers to equity. The structure of team members and their backgrounds required by the CTE ERT process ensures that teams are made up of professionals with expertise across multiple educational and workforce-related roles who often have experience understanding and identifying challenges faced by historically underserved students.

3. **Opportunity for Unconventional Stakeholder Collaboration:** CTE ERT visits bring together experts who rarely get to collaborate, making these visits valuable opportunities for shared learning and joint problem-solving. Across all 11 visits last SY, team members worked closely together, offered thoughtful observations, and contributed notes and survey feedback that strengthened the post-visit reports. Many participants said they wanted to join additional visits, reflecting the strong collaborative spirit that defined the CTE ERT's first year, with teams averaging 10 members.

Challenges to CTE ERT Operations

1. **Staff Vacancies and Hiring Freezes:** Workload and staffing constraints within the CTE Committee have presented significant challenges. Between March and May 2025, three new staff members – a Research Data Analyst, Senior Director, and Program Manager – were hired, mitigating the existing backlog (prior to these new positions, the CTE Committee had one full-time and one part-time dedicated staff). The CTE ERT Manager, who established the program and participated in all site visits, departed in July 2025. As of the writing of this report, this position remains vacant due to the Maryland state government hiring freeze; however, the CTE Committee was recently approved for a hiring freeze exemption for this position. Initially, post-visit reports were projected to require six weeks; however, between onboarding new staff, updating the post-visit report format, and staffing constraints, completing finalized post-visit reports has been delayed.

2. **Arduous Data Collection Process:** Although the method for gathering information and making observations is a strength, ERT-related data collection has posed a challenge for the CTE Committee staff. Thanks to the collaboration and support of state partners, as well as the efforts of LEA representatives, data collection will become increasingly streamlined over the course of the year. The CTE Committee's goal is to establish a streamlined data collection process that reduces the burden on LEAs to self-report. Instead, the process will focus on validating the data the CTE Committee already possesses, primarily from MSDE. In practice, this means that rather than completing the LEA Brief themselves, LEAs will review a pre-filled LEA Brief, provide edits or revisions, and approve it. The CTE Committee staff will continue collaborating with MSDE, MD Labor, and the AIB, while working closely with LEAs, to develop a long-term solution for efficient and accurate data collection.

OBSERVATIONS AND INITIAL RECOMMENDATIONS - EXPERT REVIEW TEAM VISIT FINDINGS

There have been several recurring themes observed during CTE ERT visits over SY2024-2025 that point to key areas for policy or programmatic action by the state. These themes have been categorized into the strengths and challenges list below with a set of best practices as examples for this work.

Strengths in CTE During SY2024-2025 CTE ERT Visits

1. **Teacher Passion and Commitment to Students:** One of the few universal observations the CTE ERT made during SY2024-2025 was that teachers were significantly more passionate and committed to students when they felt included in decision-making. Regardless of location or size of the LEA, the CTE ERT observed positive results when CTE instructors felt included in decision-making relevant to their work. Instructors at several LEAs noted that an important reason for their retention was because of the agency they had in the classroom.
   a. **Examples of Best Practices:**
      i. At Somerset County Public Schools, instructors provided input on how the new building was structured and this inclusive decision-making improved morale among teachers a great deal.

ii.   At Talbot County Public Schools, the New Teacher Mentor program is where new teachers meet with an assigned mentor to talk about pedagogy and it has been a valuable asset when onboarding experts from industry with little-to-no teaching experience.

iii.   At Baltimore County Public Schools, instructors conducted exit interviews with students to figure out how to make their curriculum more effective.

iv.   At Cecil County Public Schools, instructors chose to have professional development focused on Artificial Intelligence and Multilingual Learners because they recognized the related challenges they needed to overcome in these areas.

2. **Career and Technical Student Organization (CTSO) Participation:** Through CTSOs, students had the opportunity to practice their skills in meaningful ways. This CTSO participation led to higher engagement among students and was an effective marketing tool. When available, students consistently raved about CTSO participation. Every LEA participates in various CTSOs like The National FFA (Future Farmers of America) Organization, SkillsUSA, Future Business Leaders of America (FBLA), *etc*. Over the course of SY2024-2025, the CTE ERT observed how participation in CTSOs led to higher student engagement.

    a. **Examples of Best Practices:**

        i.   Several LEAs have leveraged unique funding opportunities, like Perkins or local grants, to cover the costs associated with CTSO participation.

        ii.   At Worcester County Public Schools, 12 students were first-place finishers at the SkillsUSA competition in 2024, but in 2025, they had 41 students earn first-place.[28] [29]

        iii.   At Baltimore County Public Schools, teachers raved about CTSOs, specifically SkillsUSA, which saw two students earn first-place in the national SkillsUSA competition and qualify for international competitions in Moscow, Russia and Abu Dhabi, UAE.

3. **Work-Based Learning and Student Club Participation:** In addition to CTSOs, the CTE ERT observed how LEAs leverage work-based learning (WBL) opportunities and student clubs for CTE marketing and to encourage student success. One consistent observation the CTE ERT made was how students raved about participating in WBL opportunities alongside industry professionals. Students and teachers also talked about student club participation as a way for students to create connections with both industry professionals and with their fellow classmates. Both WBL opportunities and student clubs frequently get highlighted in school communications to internal and external stakeholders, which may be a key factor in CTE marketing for many LEAs.

    a. **Examples of Best Practices:**

---

[28] Levy, M. (2024). "Worcester Technical High School SkillsUSA Chapter Competed in the SkillsUSA Maryland State Championships." *Worcester Technical High School*: https://tinyurl.com/2scdavtn

[29] Levy,. M. (2025). "WTHS - 2025 SkillsUSA Maryland State Team" *Worcester Technical High School*: https://tinyurl.com/2c379vup

     i.   At Washington County Public Schools, students highlighted their successes, both in the classroom and in CTSO participation, during the Career Fair, helping potential employers overcome negative biases toward high school students' skill level.

     ii.   At Baltimore County Public Schools, the Architecture, Construction, and Engineering (ACE) Mentorship program and the Maryland Math, Engineering, Science Achievement (MESA) program help connect interested students to industry professionals and are an important factor when recruiting students to CTE programs.

     iii.   At Somerset County Public Schools, students in the Criminal Justice program conducted crowd control training alongside Somerset County Sheriffs.

     iv.   At Worcester County Public Schools, programs like *The Nest* and *The Pines Cafe* allow students to apply classroom learning in real business settings within their school.

4. **Regional LEA Collaborations for Community of Practice and Resources:** The CTE ERT observed how regional collaborations among LEA administrators and teachers helped create opportunities for overcoming common challenges and to potentially share resources. Much of the professional development CTE teachers are required to complete are targeted toward teachers who teach core classes like math, language arts, and science, not CTE. The CTE ERT also observed how some LEAs will send students to a neighboring LEA so the student may enroll in their desired CTE program. In order to find more relevant professional development and to find available resources, administrators and teachers have taken the initiative to collaborate with neighboring LEAs, creating a regional community of practice space that is effective in strategizing solutions unique to their needs.

    a.   **Examples of Best Practices:**

       i.   In the Upper Shore, districts collaborate on enrollment in programs, like Cosmetology, Junior Reserves Officer Training Corps, Maryland Fire and Rescue Institute, *etc.* to offer seats in programs.

       ii.   In the Lower Shore, CTE administrators have regular meetings to discuss common challenges, which has led to CTE instructors also having regular meetings to talk about curriculum, apprenticeship opportunities, *etc.*

       iii.   Administrators at Somerset County Public Schools talked about how their continued collaborations with Worcester and Wicomico County Public Schools were a great benefit when overcoming challenges.

5. **CTE Exploration Course and Program Design:** Over the course of SY2024-2025, the CTE ERT observed two LEAs that had a comprehensive CTE Exploration Course: Somerset and Wicomico County Public Schools. In each of these two LEAs, students had the opportunity to explore all of the CTE programs offered at the CTE Center through a dedicated course. In these two neighboring districts, students typically complete their CTE Exploration Course in 9th grade, enter their desired program in 10th grade, complete the program at the end of 11th grade, and complete WBL

opportunities during 12th grade. This CTE Exploration Course and CTE program design demonstrates a strong focus toward reaching *Blueprint* goals because it ensures students get hands-on exposure to the various options available to them.

    a. **Examples of Best Practices:**

        i. At Somerset County Public Schools, 88% of 9th grade students completed the semester-long CTE Exploration Course in SY2024-2025. Students at Somerset County Public Schools are required to participate in the CTE Exploration Course unless they have a required math course that causes a scheduling conflict.

        ii. The Applied Technical Exploration (ATEX) program at Wicomico County Public Schools, lasts two quarters: the first is for students to explore four CTE programs, and the second is to prepare foundational skills for the CTE program.

    b. **Examples of Early Exposure Best Practices:**

        i. At Washington County Public Schools, both 8th and 10th grade students have the opportunity to shadow CTE students and CTE classes.

        ii. At Montgomery County Public Schools, all middle school students participate in the Junior Achievement Finance Park Activity, which is held at the Technical High School, and during this time, students tour the facility and learn about CTE programs.

        iii. Career counselors at Talbot County Public Schools teach Career Exploration, an elective course for middle school students that helps them better understand CTE pathways and how they connect to careers.

        iv. Worcester County Public Schools weaves career exposure and career planning throughout a student's K-12 journey, with students taking their first tour of the CTE Center in 3rd grade.

6. **School Districts as Apprenticeship Sponsors:** The CTE ERT observed that several LEAs were apprenticeship sponsors over the course of SY2024-2025. All of these apprentices were categorized as Youth Apprenticeships, so they did not count toward the *Blueprint's* 45% goal unless they also earned an IRC, but the potential for converting these to a high school level of a Registered Apprenticeship would be an effective way to increase Registered Apprenticeship numbers.

    a. **Examples of Best Practices:**

        i. Several LEAs had students in the final year of their Teacher Academy of Maryland program categorized as Interns or Youth Apprentices.

        ii. At Montgomery County Public Schools, students who completed the Computer Science program could work alongside the school's IT department as an intern.

        iii. At Wicomico County Public Schools, administrators and teachers created a "Practicum" course for exceptional students who completed their CTE program 11th grade to serve as a Teaching Assistant for the following cohorts, especially the ATEX course.

7. **Career Counseling Integration:** The CTE ERT observed all LEAs have integrated career counseling into schools. All of the schools the CTE ERT visited had at least one career counselor/coach who has already created the career counseling infrastructure or was working on creating that infrastructure during the visit. While every LEA had different challenges when integrating career counseling at the start, these career counselors have been integrated into all of the schools the CTE ERT visited and play a key role in informing students about the benefits and trajectory of each CTE pathway.
   a. **Examples of Best Practices:**
      i. At several LEAs the CTE ERT visited, the career counseling staff included former teachers and school counselors who were already familiar with the specific contexts in their district, allowing for an easier integration of the career counselors.
      ii. At Montgomery County Public Schools, career coaches connect with "Career Champions", who are teachers and staff that act as champions for career advising, supporting students in navigating their post-graduation pathways.
      iii. At Caroline County Public Schools, career coaches used a tiered approach where they meet with all students to provide information and have students learn about the tools on Naviance (Tier 1), meet students with overlapping interests in small groups (Tier 2), and offer individual counseling (Tier 3).
      iv. At Charles County Public Schools, career coaches, who work in the middle schools, and career advisors, who work in the high schools, collaborated to completely redesign their website to include detailed Program Descriptions for each CTE pathway, including the course sequence, a sample schedule, available certifications, available college credits, and a short video showcasing the kind of work and projects students can expect to complete.
      v. Career counselors at Talbot County Public Schools teach Career Exploration, an elective course for middle school students.

8. **Industry-Recognized Credentials (IRCs) Are a Priority:** Even before the CTE IRC policy and list of state-approved credentials was published in December 2024, LEAs recognized the value of IRCs. Over the course of SY2024-2025, the CTE ERT observed how integrating IRCs into CTE programs, especially in smaller districts that do not offer many Registered Apprenticeship opportunities, were prioritized. This data will not be applicable for year-over-year comparisons because the new policy does not go into effect until SY2025-2026, but three LEAs from the Eastern Shore have made substantial progress in IRC attainment: Dorchester County Public Schools (27%), Somerset County Public Schools (49%), and Worcester County Public Schools (37%). These IRC completion rates among graduating students demonstrates that LEAs, especially smaller LEAs, recognize the value of students learning industry-validated skills and corresponding credentials.
   a. **Examples of Best Practices:**
      i. Dorchester County Public Schools conducts annual audits to evaluate which programs to expand, sunset, or start, which has created a

       responsive system that adapts to evolving students' needs and interests and industry trends.

    ii. Somerset County Public Schools had posters in the hallways of the CTE Center identifying IRCs tied to various programs and the IRCs' benefits in the industry.

    iii. Worcester County Public Schools administrators conduct a thorough data analysis of Labor Market Information before the start of the school year with all the administrators, staff, and teachers so they can analyze what jobs, skills, and IRCs are in-demand regionally.

Challenges in CTE During SY2024-2025 CTE ERT Visits

1. **Expansion of Registered Apprenticeship:** Scaling Registered Apprenticeship for high school students has proven to be a massive, coordinated, long-term statewide effort, inclusive of potential regulatory changes and unprecedented investments. Most of the LEAs visited to date by the CTE ERT do not have many students in a formal Registered Apprenticeship. Most apprenticeship data provided by LEAs is on youth apprenticeship, which is not a Registered Apprenticeship in Maryland. The lack of available high school level Registered Apprenticeship was especially noted as a challenge for rural LEAs who have a smaller pool of employers to choose from. While it is primarily MD Labor's role to establish and expand Registered Apprenticeships starting in high school, LEAs face a common challenge of having a small number of the high school level of a Registered Apprenticeship from which to grow from. Given the December 2024 release of the CTE Committee's policy defining the high school level of a Registered Apprenticeship, LEAs visited by the CTE ERT during SY2024–2025 were in early implementation, and the CTE Committee anticipates that additional best practices will be elevated during SY2025-2026 visits.

   a. **Examples of Best Practices:**
      i. Several LEAs employ interns and youth apprentices and may consider working with MD Labor to become Registered Apprenticeship sponsors in order to convert these WBL opportunities to high school level Registered Apprenticeships.
      ii. Washington County Public Schools, which was a pilot district for setting up youth apprenticeship programs, puts on a career fair with over 1,000 attendees who get to see students' work from their CTSOs, from classwork, and from their youth apprenticeship.
      iii. Somerset County Public Schools approved a new policy to allow students to leave school early for an apprenticeship or employment: "Co-Operative Work" is for students who have time in their schedule to be employed at any part-time employer and "Directive Work" is for students who finished their CTE programs and are working in a related field.

2. **Career Counselor to Student Ratios and Minimal Guidance:** Throughout the state, the CTE ERT observed many career counselors were responsible for advising over 1,000 students to guide students through self-exploration, connect students with real-world career opportunities, and individually create post-graduation plans. Career counselors also struggled with the lack of consistent guidance on their roles and

responsibilities, which led to some career counselors taking on responsibilities beyond their role. The *Blueprint*'s new career coaching program is still in the early stages of implementation and the roles and responsibilities of the partners look different in each district. Overall, there seems to be an appreciation for having a counseling program focused solely on career planning for the students; however, from a student perspective, the impact of the new programming is hard to quantify at this juncture.

    a. **Examples of Best Practices:**
- i. At Caroline County Public Schools, career counseling has three tiers where students start off independently completing assessments and surveys through Naviance, transition into small groups in Tier 2, and receive individual advising in Tier 3.
- ii. At Worcester County Public Schools, career and school counselors worked together to create CTE program of study binders to make sure students receive consistent and accurate information.
- iii. At Baltimore County Public Schools, career navigators have developed "career centers" in the high schools to provide access for all students to receive career counseling.

3. **Insufficient Space Available to Meet Program Demand:** Many CTE programs that are primed to be the related instruction for a Registered Apprenticeship, such as those in electrical, nursing, and automotive tech, are often the ones that LEAs report are oversubscribed. These are the programs that year-over-year have a waitlist, some in the hundreds of students. LEAs are challenged in their capacity to expand these popular programs because of various funding limitations, including: the physical space required for certain programs; the cost of the technology required to outfit an additional space or modernize current spaces; and a limited talent pool of instructors to pull from.

    a. **Examples of Best Practices:**
- i. In the Upper Shore, several LEAs collaborate on programs like Maryland Fire and Rescue Institute, Cosmetology, and the Navy Junior Reserves Officer Training Corps to meet student demand.
- ii. At Wicomico County Public Schools, students who are interested in the Computer Science, Cosmetology, and Culinary programs but are on the waitlist may apply for Twilight CTE, where they can earn CISCO, Nail Technology, and ServSafe certifications.
- iii. At Charles County Public Schools, there are 33 different CTE programs organized into 10 career clusters so students who cannot enroll in their desired program can find a related program in the same cluster to develop similar skills and foundational knowledge.

4. **Transportation to CTE Centers and Work-Based Learning (WBL):** Throughout the state, the CTE ERT observed that every district is facing nuanced transportation-related issues. Rural, suburban, and urban districts all faced substantial challenges transporting students to CTE centers and to WBL opportunities. These transportation hurdles have led to students missing classroom time, students choosing not to enroll in CTE, and students choosing not to participate in WBL opportunities.

a. **Examples of Best Practices:**
   i. Caroline County Public Schools used carryover career counseling funds to purchase a passenger van to transport students for career exploration/career coaching activities.
   ii. At Somerset County Public Schools, one teacher completed "van training" so they can drop students off at different locations to complete their internship.
   iii. Somerset County Public Schools utilized a grant from the Lower Shore Workforce Alliance to offer Driver's Education classes at no cost to students at the CTE Center.

5. **Scheduling Conflicts:** The CTE ERT observed a set of nuanced scheduling challenges over the course of SY2024-2025. For several districts, CTE offerings were in competition with AP and Dual Enrollment (DE) options, where students would look to enroll in classes that earned them college credits. Several districts also have CTE in competition with extracurriculars like sports, band, *etc*. In some districts, individual schools had different schedules, so coordinating with the LEA's CTE center was a logistical challenge. Some districts did not have leniency in their schedule so students had difficulty participating in WBL related to the CTE program they completed.

   a. **Examples of Best Practices:**
      i. At Somerset and Wicomico County Public Schools, students take their CTE exploration course in 9th grade, enroll in a CTE program in 10th grade, and complete the program in 11th grade, so they have time in their schedule to participate in WBL in 12th grade.
      ii. Wicomico County Public Schools has started to place exceptional 12th grade students who complete a CTE program into a "Practicum", where they act as a teacher-assistant, especially for the CTE exploration course.
      iii. At Baltimore County Public Schools, students have a one-hour block for students to have dedicated time for tutoring, visiting a school counselor and/or career navigator, having a study period, or engaging in an extracurricular activity or club.
      iv. At Cecil County Public Schools, administrators have come up with a two-pronged solution for their scheduling challenges: 1) Flexible Learning Experience (FLEX) scheduling for students who need more flexibility because they are involved in WBL and 2) scheduling overenrolled CTE programs' introductory classes at comprehensive high schools and finishing the final two courses at the CTE center.
      v. At Washington County Public Schools, the CTE center offers academic classes as well, which, as one student put it, led to "more focused learning."

6. **Recruitment and Retention of Special Populations:** In Perkins V, specific student groups with barriers to educational success, including students with disabilities, those

from economically disadvantaged families, *etc.* are considered "Special Populations".[30] Over SY2024-2025, the CTE ERT observed two categories of Special Populations, students with disabilities and English learners, faced particular challenges. Students with disabilities and English learners need extra resources and expert support to overcome barriers. The CTE ERT also observed how LEAs look to support individuals preparing for non-traditional fields (occupations where less than 25% of workers are from a single gender), who face nuanced challenges becoming college and career ready.

    a. **Examples of Best Practices:**

        i. At Cecil County Public Schools, the Student Transition and Employability Program provides modified instruction to students with disabilities while aligning with competencies within the Maryland Career Development Framework.

        ii. Cecil County Public Schools also has the Applied Trades Academy (ATA), where 40 students who are identified as "at-risk of not graduating on time" explore entry-level trade skills combined with English and math content instruction.

        iii. At Wicomico County Public Schools, the Newcomer Center is where language acquisition happens and administrators have implemented marketing strategies to create a pipeline of students from the Newcomer Center to the CTE center.

        iv. Administrators at Somerset County Public Schools told the CTE ERT about how their CTE exploration course has helped increase students in non-traditional fields.

7. **Limited On- and Off-Ramps for Students:** A common challenge the CTE ERT observed was how students were sometimes placed into programs they did not desire or had a hard time transferring to another program. In focus groups, students and teachers both talked about how detrimental it is to the classroom atmosphere when there are students who do not want to be in the program because they cause distractions, make groupwork difficult, and if they leave the CTE program their seat is often unfilled as a new student can't fill this seat given the prerequisites and foundational knowledge required in CTE programs. As the career counseling infrastructure continues to grow, it should be expected that this challenge may become easier to overcome.

    a. **Examples of Best Practices:**

        i. At Worcester County Public Schools, high school counselors developed CTE program of study (POS) binders to give students consistent counseling leading to students enrolling in programs they target in CTE center tours, which start in 3rd grade.

        ii. At Somerset and Wicomico County Public Schools, the CTE exploration course in 9th grade allows for students to understand the kind of work they will do in the program while also allowing for scheduling flexibility so students may transfer to a different CTE program.

---

[30] U.S. Department of Education, Office of Career, Technical, and Adult Education. (n.d.). *Indicators of performance (core indicators).* https://cte.ed.gov/accountability/core-indicators

        iii.   At Charles County Public Schools, there are 33 different CTE programs organized into 10 career clusters so students who want to transfer out of their CTE program can find a related CTE program in the same cluster to develop similar skills and foundational knowledge.

8. **Accessibility Issues for Students with Disabilities:** CTE ERT visits have observed various challenges for students with disabilities enrolled in CTE programs, including accommodations for IRC assessments. Students faced barriers associated with limited testing times and dates, transportation barriers to testing sites, changes in licensing board requirements and communication to LEAs, and insufficient funding for credential assessments. The CTE ERT also observed that many of the LEAs the CTE ERT visited did not have the resources to support students with disabilities in the form of teacher aides, a 504 specialist, or easily accessible related services. Another challenge for students with disabilities in CTE is that many CTE teachers recognize supporting students with disabilities as a challenge, but their professional development rarely guides CTE teachers how to effectively adapt to various students' individualized education programs (IEPs) and accommodations. The CTE ERT also identified enrollment as a challenge for students with disabilities that led to inequitable enrollment at the CTE center that did not accurately represent the LEA.

    a. **Examples of Best Practices:**

        i.   Throughout SY2024-2025, the CTE ERT observed how comprehensive high schools, which are traditional high schools with CTE offerings, tend to have more support for students with disabilities than CTE centers.

        ii.   At Cecil County Public Schools, the Student Transition and Employability Program provides modified instruction to students with disabilities while aligning with competencies within the Maryland Career Development Framework.

OBSERVATIONS AND INITIAL RECOMMENDATIONS - CAREER COUNSELING REPORT

The *Blueprint* established a new career counseling program that is a partnership between LEAs, Local Workforce Development Boards (LWDB), and community colleges. As noted in the observations made from CTE ERT visits, career counseling is in the beginning stages of implementation and there are observable challenges. In FY25-26, the CTE Committee worked with Jobs for the Future (JFF) to complete a statutorily required report on best practices emerging as a result of the career counseling MOUs implemented across the state.[31] CTE Committee and JFF staff completed and presented the first of two reports on this topic at the public November 20, 2025, CTE Committee meeting. The key findings and recommendations from the first report are as follows:

---

[31] *Md. Code, Educ. § 7-127.* https://mgaleg.maryland.gov/mgawebsite/Laws/StatuteText?article=ged&section=7-127&enactments=False&archived=False

Summary of Findings - Blueprint for Maryland's Future Career Counseling Implementation: Summary Analysis of MOUs[32]

1. **Student Outcome Reporting:** Jurisdictions vary in reporting metrics such as career readiness assessments, counseling opportunities, and postsecondary planning
2. **Data System Challenges:** Multiple platforms are used (e.g., Naviance, Xello, Pathful, Schoolinks), but data sharing across agencies is inconsistent and hindered by privacy concerns
3. **Engagement Tracking Limitations:** Schools face challenges in monitoring student engagement due to scheduling constraints and limited tracking systems
4. **Industry Partnership Variability:** Employer engagement differs widely across jurisdictions, with gaps in connecting career awareness to real-world experiences
5. **Need for Coordinated Outreach:** LEAs, LWDBs, and colleges require clearer guidance and professional development to align employer outreach efforts

---

[32] Payne, S. (2025, November 20). MD career counseling implementation summary analysis [Presentation]. Jobs for the Future.

Report Recommendations - Blueprint for Maryland's Future Career Counseling Implementation: Summary Analysis of MOUs[33]

Focus Area	Recommendation
Tri-Agency Governance	• Clarify roles and responsibilities • Encourage structured cross-sector communication • Strengthen state guidance and support
Staffing & Training	• Define statewide qualifications for career counselors • Develop consistent training modules • Promote equitable resource use • Continue evaluating budget needs
Delivery Models	• Align resources with middle/high school needs • Clarify individualization expectations • Strengthen equity through measurable benchmarks
Data Systems & Accountability	• Focus on data governance and ownership • Align data with student outcomes • Create statewide dashboards • Link funding to engagement/outcomes • Provide platform guidance
Industry Partnerships	• Support employer engagement roles in MOUs • Address geographic challenges with targeted resources • Scale successful local models

---

[33] Payne, S. (2025)

Statutory, Regulatory, Budgetary, and Structural Changes Necessary to Address Challenges of Evolving CTE System

RECOMMENDATIONS AND NEXT STEPS

The CTE Committee outlined several recommended statutory changes in its FY24-27 Implementation Plan submitted to the AIB in September 2024. In June 2025, the CTE Committee submitted a revised version of the FY24-27 Implementation Plan that provides further detail on many of the recommendations below.

Changes Needed to Expand Apprenticeship Opportunities

As previously mentioned, early observations made by the GWDB CTE Expert Review Team (ERT) school visits to 11 LEAs across the state during school year (SY)2024-2025 highlight the strengths in student and instructor engagement and alignment with workforce needs, alongside acute challenges to sustain and grow the infrastructure necessary for an expanded CTE system - particularly one that focuses on delivering IRCs and related instruction for Registered Apprenticeships. Initial assessments from the CTE ERT emphasize the need for reviewing program access and the development of a coordinated statewide strategy to scale the high school level of a Registered Apprenticeship. The CTE Committee has spearheaded several initiatives to address this need in 2025, which will continue into 2026.

The CTE Committee partnered with MSDE in its FY26 Perkins Reserve Grant design. This grant opportunity was released to LEAs on June 16, 2025, and included four high-leverage strategies that LEAs could select from to address barriers students and LEAs face in expanding Registered Apprenticeships.[34] The intention of this grant is to invest in, incubate, then identify opportunities to scale solutions that work. After the grants conclude, the CTE Committee and MSDE will create best practice "roadmaps" for other LEAs to use to implement and iterate on these solutions.

One solution for addressing these needs will require the design and implementation of a process to transition youth apprenticeship employers to either youth apprenticeship with an IRC or to the "high school level" of a Registered Apprenticeship to allow for inclusion in the progress toward *Blueprint* goals and to give additional high quality apprenticeship opportunities to high school youth. In pursuit of this solution, CTE Committee, MD Labor, MSDE, and Governor's Office for Children applied and were awarded a grant from the National Governor's Association (NGA) as a part of their Policy Academy for Youth

---

[34] Maryland State Department of Education. (2025). CTE Perkins Reserve Grant, FY 2026. https://marylandpublicschools.org/about/Pages/OFPOS/GAC/CTE-PerkinsReserveGrantFY26/index.aspx

Apprenticeship to take the following steps in FY26-27:

1. *Develop clear roles, responsibilities and accountability agreement across partners for transition process.*
2. *Develop a comprehensive data plan that maps data points, types, sources, collection methods and timelines, and how/when data necessary for CTE Committee implementation is reported to the CTE Committee.*
3. *Identify technical assistance opportunities and co-develop materials to communicate to local partners:*
   a. *Key policies and governance structure elements that should guide/inform their work*
   b. *Data collection and reporting requirements and methods*
4. *Develop aligned marketing language, materials, and communications plans to elevate the apprenticeship opportunities that are being expanded as steps above are taken.*

As noted previously in this Annual Report, the creation of a CTE Joint Vision Statement and Implementation plan will support these steps with its clear articulation of roles and action items for agency partners in pursuit of expansion of Registered Apprenticeship opportunities.

Changes Needed to Rectify Accessibility Issues within Student Credentialing Processes

Insights from CTE ERT visits have highlighted several issues with the credentialing of students enrolled in CTE programs, such as limited testing times and dates, transportation barriers to testing sites, changes in licensing board requirements and communication to LEAs, and insufficient funding for credential assessments. While the CTE Committee does not have the authority to modify existing roles related to student credentialing, it plans to conduct a comprehensive landscape analysis of the credentialing process during 2026. This review will include an evaluation of procedures involving third-party vendors and state licensing boards, as well as an assessment of challenges and potential solutions. Throughout SY2025-2026, the CTE Committee will explore these issues in greater depth and provide recommendations and best practices aimed at streamlining the credentialing process.

Changes Needed to Support and Streamline CTE Committee Operations

The CTE Committee is currently statutorily required to establish a Skills Standards Advisory Committee as a subcommittee. The CTE Committee is collaborating with the AIB to submit legislation during the 2026 Maryland legislative session to remove the mandate for this subcommittee. Doing so would eliminate a duplicative and unnecessary organizational structure that would otherwise demand staffing resources beyond those available within the CTE Committee's existing framework. The CTE Committee will absorb the responsibilities of the subcommittee and spearhead career pathways mapping work starting in 2026. Streamlining these responsibilities would improve administrative efficiency, reduce costs, and support the continuation of effective cross-sector collaboration to expand opportunities for Maryland's students.

Changes Needed to Expand CTE Programming Statewide

Many CTE programs that are well aligned to serve as related instruction for Registered Apprenticeships – such as electrical, nursing, and automotive technology – are consistently oversubscribed, with some maintaining waitlists year-to-year. Observations from CTE ERT visits indicate that LEAs are exploring strategies such as expanding CTE offerings that do not require highly specialized space within comprehensive schools, partnering with community colleges to share facilities and instructors, offering twilight or extended-hour classes at CTE centers, and braiding funding to expand offerings. The state and LEAs will need increased and more flexible funding to expand CTE program capacity by investing in facilities, equipment, and instructional staff.

Changes to Schedules and On- and Off-Ramps

As observed in the CTE ERT visits, students and LEAs face barriers in students participating in work-based learning (WBL) opportunities due to scheduling constraints and challenges in transitioning out of CTE programs they may not be interested in. MSDE has introduced the Core + Flex model to better align career pathways for high school students. The Core + Flex model structures CTE pathways with two foundational "core" courses that provide essential industry-aligned skills. After completing the core sequence, students enter a flexible phase, where they may choose from WBL options. This approach balances a rigorous foundation with the ability to provide students with a more flexible model, ensuring they can access career-connected opportunities to address this observed challenge.

Additionally, the CTE Committee will be coordinating closely with state partners, specifically MSDE, MHEC, and MD Labor, as well as key stakeholders from across the state to spearhead the mapping of career pathways starting in 2026. Career pathways maps create clear, visual roadmaps for learners, aligning K-12, postsecondary, and employers to build seamless on-ramps and flexible off-ramps to showcase how transferable skills lattice across careers. This collaborative process will identify gaps, WBL opportunities inclusive of Registered Apprenticeships, stackable industry-recognized credentials, and ensure programs meet labor market demands, offering students clear progression, relevant training, and real-world experiences for family-sustaining careers.

Next Steps

FY26 CTE COMMITTEE AND STAFF DELIVERABLES

Based on statute and the CTE Committee's implementation plan, the CTE Committee has determined that the primary deliverables for the CTE Committee and its staff for Fiscal Year 2026 (i.e. July 1, 2025-June 30, 2026) are as follows.

Note: timelines may be impacted due to the State of Maryland hiring freeze.

CTE Committee and Staff Deliverables	Expected Completion
Coordinate Jobs for the Future (JFF) Scope of Work on career coaching in collaboration with partner agencies, including: • Statewide career counseling Framework and key guidance • Best Practices report (Part I and an extended Part II) • Technical assistance for local implementation • Progress monitoring dashboard • Design of student and coach surveys • Communication strategy and calendar	Through FY27
Review new IRCs for approval for SY2026-2027.	January 2026
Develop CTE Joint Implementation Plan that outlines execution of CTE Joint Vision Statement.	Early 2026
Develop annual statewide targets for reaching the 45% goal, reflecting the updated CTE Joint Vision.	Early 2026
Support legislation to remove the creation of the Skills Standards Advisory Committee, with the CTE Committee undertaking the duties of this subcommittee.	Early 2026
Deploy and complete CTE Expert Review Team visits and post-visit reports for SY2025-2026 as expeditiously as possible given staffing and hiring constraints.	5/30/26
Determine and build data processes for various workstreams, inclusive of reporting on the progress toward the 45% goal, LEA data for CTE Expert Review Team visits, and career coaching metrics.	6/30/26
Strategize Phase 2 deployment of CTE Expert Review Team, and draft and submit Deployment Plan for SY2026-2027.	7/1/26
Develop career pathways maps in coordination with state partners.	2026

Analyze requirements and recruitment practices for CTE instructors. Elevate regulation issues to MSDE and provide technical assistance to LEAs on best practices.	2026
Conduct landscape analysis of the credentialing process and identify barriers or policy/regulation changes.	2026
Analyze and develop a process for reviewing State agency budget proposals involving CTE in accordance with the process described in the CTE Committee's FY24-27 Implementation Plan (approved by the AIB in 2025.[35]	2026
Develop and implement technical assistance/training/ community of practice around the following subject areas: career coaching (with JFF); apprenticeships (with MD Labor & MSDE); IRC (with MSDE); implementing the CTE Framework; transportation barriers; CTE instructor recruitment and retention; findings from Perkins Reserve grant (with MSDE); and other best practices and challenges identified during CTE ERT visits.	2026

[35] Governor's Workforce Development Board CTE Committee. (2025). *GWDB CTE Committee FY24-27 implementation plan: FINAL revised submission version 3*. Maryland Department of Labor. https://drive.google.com/file/d/1_Ly5xImxw6C9bg9YpBIDu6i7LGbNOmVv/view

Appendix Guide

A. GWDB Members (as of January 2026)
B. Maryland CTE Framework
C. Industry-Recognized Credential Policy Summary (issued Dec. 2024)
D. High School Level of a Registered Apprenticeship Policy Summary (issued Dec. 2024)
E. GWDB CTE Committee Budget FY25
F. CTE Joint Vision Statement (approved Dec. 2025)
G. Late Submission of Annual Report Notification Letter
H. Glossary of Terms and Acronyms

Appendix A | Governor's Workforce Development Board Members

BOARD MEMBERS (as of January 2026)

First Name	Last Name	Title	Organization
Ferris	Allen	Thoroughbred Horse Trainer	*Warwick Stable*
Vanessa	Atterbeary	State Delegate	*Maryland House of Delegates*
Alexander	Austin	President & CEO	*Prince George's Chamber of Commerce*
Marco	Ávila	Chair, Director/Civil Engineer/Certified Program Manager	*Maryland Hispanic Chamber of Commerce*
Calvin	Ball	County Executive	*Howard County*
Carol	Beatty	Secretary	*Maryland Department of Disabilities*
Stacey	Beichler	Assistant Vice President, Neurodiversity and Community Workforce Development	*Kennedy Krieger Institute*
Joanne	Benson	Senator	*Maryland State Senate*
Samantha	Biddle	Acting Secretary	*Maryland Department of Transportation*
Erikk	Bonner	Assistant State Superintendent for DORS	*Maryland State Department of Education (MSDE) DORS*
Donald	Boyd	Director of Teaching and Learning	*Dorchester County Public Schools*
Charnetia Young	Callaham	Lead Director, Workforce Initiatives	*CVS Health*
Brian	Cavey	International Vice President	*International Association of Heat and Frost Insulators & Allied Workers*
Annesa	Cheek	President	*Frederick Community College*
Harry	Coker, Jr.	Secretary	*Maryland Department of*

			Commerce
Jacob	Day	Secretary	*Maryland Department of Housing and Community Development (DHCD)*
Jonny	Dorsey	Acting Secretary	*Maryland Department of Service and Civic Innovation*
Delali	Dzirasa	CEO	*Fearless*
Donna	Edwards	President	*Maryland State and DC AFL-CIO*
MacKenzie	Garvin	Director	*Mayor's Office of Employment Development (MOED)*
Kevin	Heffner	President and CEO	*LifeSpan Network*
Matt	Holloway	Owner & Operator	*Quantico Creek Sod Farms, Baywater Farms, Baywater Seafood*
Roderick	King	Senior Vice President, Chief Equity, Diversity and Inclusion Officer	*University of Maryland Medical System*
Rafael	López	Secretary	*Maryland Department of Human Services*
Travis	Marion	Mayor, Rising Sun	*City of Rising Sun*
Jessica	Mente	Director of Training	*Royal Farms*
Westley	Moore	Governor	*State of Maryland*
Kirkland	Murray	President & CEO	*Anne Arundel Workforce Development Corporation*
Myra	Norton	Senior Director	*Johns Hopkins Technology Ventures*
Tamla	Olivier	President & CEO	*BGE*
Sanjay	Rai	Secretary	*Maryland Higher Education Commission*
Carmel	Roques	Secretary	*Maryland Department of Aging*
Edward	Rothstein	Acting Secretary	*Department of Veterans Affairs*
Martin	Schwartz	President	*Vehicles for Change*
Carolyn J.	Scruggs	Secretary	*Department of Public Safety and*

			Correctional Services
Meena	Seshamani	Secretary	*Maryland Department of Health*
Michelle Bell	Smith	President & CEO	*1st Choice, LLC*
Brian	Stamper	Executive Director, Cell Therapy Operations	*AstraZeneca*
Inez	Stewart	SVP-CHRO	*Johns Hopkins Medicine*
Teaera	Strum	Chief Executive Officer	*Strum Contracting Company, Inc*
Michael	Thomas	Vice President, Workforce Development and Continuing Education	*Baltimore City Community College*
Betsy Fox	Tolentino	Acting Secretary	*Department of Juvenile Services*
Perketer	Tucker	Director, Office of Adult Education & Literacy Services, DWDAL (Title II Seat)	*Maryland Department of Labor*
Carey	Wright	State Superintendent of Schools	*Maryland State Department of Education (MSDE)*
Portia	Wu	Secretary	*Maryland Department of Labor*
Caryn	York	President & CEO	*Baltimore Corps*

Appendix B | Maryland CTE Framework

Maryland's CTE Framework

GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

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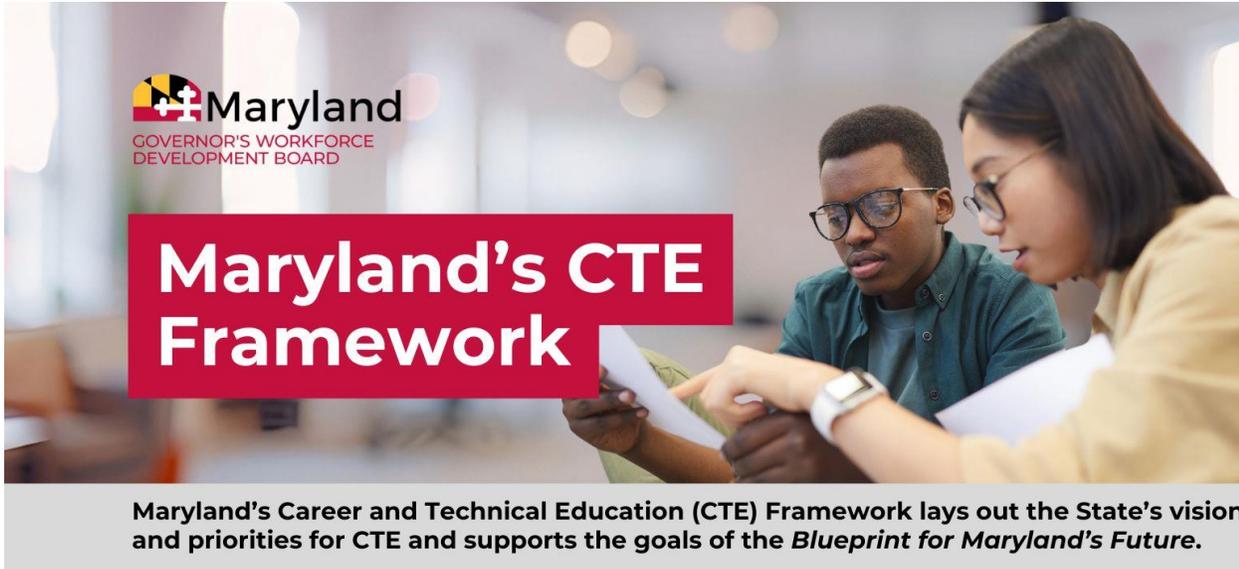
Vision: Every Maryland student has a clear pathway from high school graduation that leads to work, wages, and wealth. All students will have the opportunity to engage in CTE programs that align to high-skill, high-wage, and/or in-demand careers; lead to earning an industry-recognized credential and/or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

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:
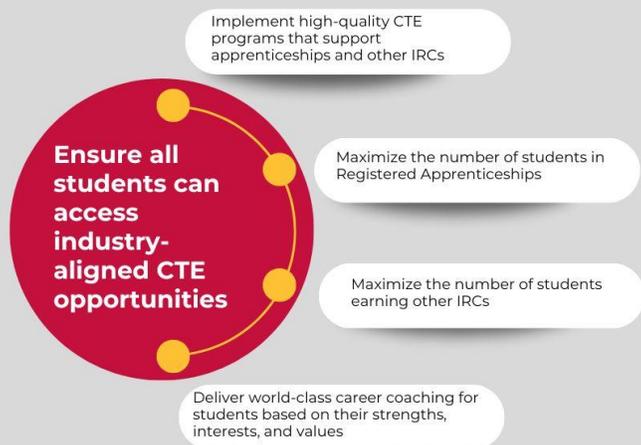
Ensure all students can access industry-aligned CTE opportunities

- Implement high-quality CTE programs that support apprenticeships and other IRCs
- Maximize the number of students in Registered Apprenticeships
- Maximize the number of students earning other IRCs
- Deliver world-class career coaching for students based on their strengths, interests, and values

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. [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 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
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

Appendix C | Industry-Recognized Credential Policy

The content below is a summary of this policy. The full policy issuance is available here*.*

The College and Career Readiness (CCR) Pillar of the *Blueprint for Maryland's Future* ("the *Blueprint*") aims to ensure that students graduate from high school with the knowledge and skills required to be successful as they enter college or begin their career, and that they be on a structured career pathway at the time of graduation.[36] [37] This requires the creation of a career and technical education (CTE) system that champions Registered Apprenticeships starting in high school, which culminates in a nationally recognized industry-recognized credential upon completion, and that also prioritizes other industry-recognized credentials that prepare and qualify high school graduates for work within in-demand fields.[38]

The following policy outlines a new statewide definition for industry-recognized credentials, and which credentials will support the *Blueprint* goal that, by the 2030-2031 School Year and each year thereafter, 45% of public high school graduates will have completed the high school level of a Registered Apprenticeship or another industry-recognized credential by the time of graduation.

The Governor's Workforce Development Board (GWDB) CTE Committee defines an industry-recognized credential as:
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.

In order to be approved by the GWDB CTE Committee as an IRC within this definition, **an IRC must meet the following seven core criteria and two optional criteria**, which are further defined in the following policy guide:
1. Aligns with In-Demand Occupations
2. Provides Documented Outcomes
3. Validated by Industry
4. Assessment-Based
5. Standards-Driven
6. Attainable and Accessible
7. Portable
8. Stackable (preferred, but not required for approval)
9. Renewable (preferred, but not required for approval)

This policy guide provides more information on the updated CTE Committee and Maryland State Department of Education (MSDE) State-approved list of IRCs for application to high school programs (effective beginning in the 2025-2026 School Year), as well as the IRC application, review, and approval process.

---

[36] House Bill 1300. (2021). The *Blueprint for Maryland's Future*. aib.maryland.gov/Pages/blueprint-law.aspx
[37] Apprenticeship 2030 Commission. (Jan. 2024). *Interim Report*. https://bit.ly/424pf9d

[38] AIB. (2023). *Blueprint Comprehensive Implementation Plan*. https://tinyurl.com/aibbpcompplan2023

Appendix D | Apprenticeship Policy

The content below is a summary of this policy. The full policy issuance is available [here](#).

The College and Career Readiness (CCR) Pillar of the *Blueprint for Maryland's Future* ("the *Blueprint*") aims to ensure that students graduate from high school with the knowledge and skills required to be successful as they enter college or begin their career, and that they be on a structured career pathway at the time of graduation.[39][40] This requires the creation of a Career and Technical Education (CTE) system that offers rigorous high school apprenticeships and other industry-recognized credentials that produce graduates ready and qualified to work within in-demand fields.[41] To this end, the *Blueprint* established a goal that, by the 2030-2031 School Year (SY), 45% of public high school graduates will have completed the high-school level of a Registered Apprenticeship or another industry-recognized credential, as defined by the Governor's Workforce Development Board (GWDB) CTE Committee ("45% goal").[42]

This policy:

1. **Defines the *Blueprint*'s term "high school level of a Registered Apprenticeship"** as a Registered Apprenticeship (RA) with the State of Maryland that a student begins during high school, and in which they complete at least 144 hours of related instruction and 250 hours of on-the-job training prior to graduation, with

2. **Requires steps be taken to rapidly expand Registered Apprenticeships for high school students** as the preferred method for fulfilling the *Blueprint's* 45% goal; and

3. **Counts Youth Apprenticeship**, which in Maryland is not a Registered Apprenticeship, **toward the 45% goal only under the industry-recognized credential (IRC) category when the youth apprentice earns an IRC** as defined by the CTE Committee.[44]

---

[39] House Bill 1300. (2021). The *Blueprint for Maryland's Future*. aib.maryland.gov/Pages/blueprint-law.aspx

[40] Apprenticeship 2030 Commission. (Jan. 2024). *Interim Report*. https://bit.ly/424pf9d

[41] AIB. (2023). *Blueprint Comprehensive Implementation Plan*. https://tinyurl.com/aibbpcompplan2023

[42] The CTE Committee is responsible for setting policy around what programs count toward the *Blueprint*'s 45% goal.

[44] To view the GWDB CTE Committee's Industry-Recognized Credential Policy Issuance 2024-01, visit www.gwdb.maryland.gov/policy.

remaining required hours post-graduation;[43]

The CTE Committee is required to establish annual statewide targets for each school year to reach the 45% goal by the 2030-2031 SY.[45] Overall, there are projected to be roughly 70,000 public high school graduates in the 2030-2031 SY.[46] Thus, the target number of graduates needed to meet the *Blueprint*'s 45% goal in the 2030-2031 SY is approximately 31,000. The CTE Committee's annual targets to build toward the 45% goal are forthcoming.

The CTE Committee is authorized under the *Blueprint* to issue recommendations to the Accountability and Implementation Board (AIB) on whether to withhold a portion of a school district's funds, based on findings of the CTE Expert Review Teams or the CTE Committee's assessment of a district's progress toward the 45% goal.[47] The CTE Committee will recommend funds be withheld if the district is not demonstrating compliance with CTE Committee's policies or guidance, and are not making progress to increase the number of students engaged in the high school level of a RA or another IRC pathway. The CTE Committee recognizes that targets and expectations for meeting the 45% goal need to be clearly delineated before recommendations of this nature are made, and thus will not recommend such action to the AIB until the above-mentioned targets are defined and publicly issued, the CTE Committee's statewide CTE Framework is formally issued, as well as implementation guidance to support the expansion of RAs and IRCs for high school students.

In Figure 1 below is a summary of the CTE Committee's Apprenticeship Policy and IRC Policy of which programs count toward the *Blueprint*'s 45% goal. These policies have been approved by the AIB.

---

[43] As reflected in this policy, the GWDB CTE Committee and Maryland Department of Labor have agreed to discontinue use of the term School-to-Apprenticeship, or STA, effective immediately. This decision has been made in response to stakeholder feedback on this policy during the public comment period.

[45] *Md. Code, Educ. § 21-204*. https://tinyurl.com/CTEComm21-204

[46] MD Dept. of Planning. (Aug. 2022). *Public School Enrollment Projections 2022-2031*. https://tinyurl.com/3w27n27h

[47] AIB. (2023). *Blueprint Comprehensive Implementation Plan*. https://tinyurl.com/aibbpcompplan2023

Figure 1: Programs that Count Toward the Blueprint's 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
Registered Apprenticeship (RA)	- Gold standard for fulfilling the *Blueprint*'s 45% goal - Requires 144+ hours of related instruction (RI) and 250+ hours of on-the-job training (OJT) before graduation[1] - Does not require completion of entire RA during high school	✅
Industry-Recognized Credential (IRC)	- IRC that validates skills for in-demand occupations and is recognized by employers, as approved by the GWDB CTE Committee[1] - Student must earn an IRC on the approved list - Student can also complete as part of a YA (see below) - Should be pursued when a RA is not available	✅
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 *Blueprint*'s 45% goal[2]	✖

Appendix E | GWDB CTE Committee FY25 Budget

Description	2025 Appropriation
Salaries and Fringe Benefits	
Technical and Special Fees	$700,000.00
Communications	
Travel	
Vehicles	
Contractual Services	
Supplies and Materials	
Equipment - Replacement	
Grants, Subsidies and Contributions	
Fixed Charges	
TOTAL	**$700,000.00**

Special Fund Expenditures	2025 Actual
Salaries and Fringe Benefits	$372,989.00
Technical and Special Fees	$72,563.00
Communications	$6.00
Travel	$5,246.00
Vehicles	
Contractual Services	$28,288.00
Supplies and Materials	$5,115.00
Equipment - Replacement	$17,842.00
Equipment - Additional	$399.00
Grants, Subsidies and Contributions	
Fixed Charges	$4,176.00
TOTAL	**$506,624.00**

Appendix F | CTE Joint Vision Statement

Career and Technical Education (CTE) Vision for Maryland's Future

Maryland's prosperity depends on how well we prepare young people for the jobs of today and tomorrow. Too many high school graduates still leave without a clear path to economic independence, even as employers face persistent shortages in health care, information technology, construction, public safety, and more. While college remains a critically important path for many, current data shows that approximately half of Marylanders earn any post-secondary degree by age 25—underscoring the need for multiple, high-quality pathways from school to career.

Recognizing this challenge, the Governor and General Assembly have prioritized strengthening Maryland's economy by aligning education and workforce systems to expand opportunity and address skill shortages jointly through the Blueprint for Maryland's Future. The state has committed to expanding registered apprenticeships that begin in high school—ensuring every student can learn, earn, and build a strong foundation for lifelong success. The Blueprint sets a goal that by 2031, 45% of Maryland students graduate with the high school level of a registered apprenticeship or another industry-recognized credential.

Registered apprenticeships are the gold standard of career-connected learning—combining rigorous academics, paid on-the-job experience, professional mentorship and most importantly, a career. To make this historic shift, Maryland will significantly increase the share of students participating in the high school level of a registered apprenticeship (HSLRA). The partners represented here set a goal for 1 in 4 high school students who are college and career ready (CCR) will meet the 45% goal in the Blueprint by completing a HSLRA in 2031. Using current enrollment and achievement rates, this represents 4,050 students in the 2031 graduating class.[1] All partners are committed to maximizing the number of registered apprenticeships that start in the junior year of high school.

Achieving this goal by 2031 will require the transformation of both our workforce systems and high school academic programs, along with unprecedented levels of collaboration across state agencies, local school systems, employers, and higher education institutions. Importantly, this will also require an unprecedented pace of growth in the readiness and willingness of employers to leverage registered apprenticeship as a primary talent development tool.

---

[1] This number represents roughly 7% of the estimated total graduating class (currently projected to be 60,000 students). The new calculation includes only students who have met the College and Career Readiness standard by graduation (projected to be 60%, or 36,000 students). Within that group, the Blueprint's 45% metric is applied (in this example, 16,200 students) . Based on the resulting number of students, the expectation is 1 in 4 will begin the high school level of a registered apprenticeship by graduation (resulting in the new goal of 4,050). This goal shall be attained no later than the 2030-31 school year.

1

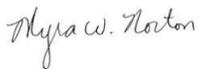Career and Technical Education (CTE) Vision for Maryland's Future | November 2025

The Maryland Department of Labor will lead implementation efforts to build a robust supply of high school registered apprenticeships that meet market demands for Maryland employers. The Maryland State Department of Education will lead implementation efforts to reform secondary academic programs to promote apprenticeship participation, including alignment of CTE courses to work readiness and skill attainment, post-CCR pathways, and flexible high school schedules. The Accountability and Implementation Board, the CTE Committee of the Governor's Workforce Development Board, and the Governor's Office will play critical roles of coordination, support and accountability to catalyze this cross-agency effort.

11/20/2025

Isiah Leggett, Chair, Accountability and Implementation Board | Date

12/3/2025

Myra Norton, Chair, Career and Technical Education Committee | Date

12/9/2025

Joshua L. Michael, Ph.D., President, State Board of Education | Date

Appendix G | Late Submission of Annual Report Notification Letter

Maryland
GOVERNOR'S WORKFORCE DEVELOPMENT BOARD

Governor's Workforce Development Board
100 S. Charles Street, Tower I, 2nd Floor
Baltimore, MD 21201
Rachael Stephens Parker, Executive Director

October 9, 2025

TheHonorable WesMoore
State House
100StateCircle
Annapolis, Maryland 21401

The Honorable Isiah Leggett
Chair
Accountability and Implementation Board
45 Calvert Street
Annapolis, Maryland 21401

The Honorable Bill Ferguson
President
Senate of Maryland
State House, H-107
Annapolis, Maryland 21401

The Honorable Adrienne A. Jones
Speaker
Maryland House of Delegates
State House, H-101
Annapolis, Maryland 21401

Re: Report Required by Md. Code, Educ. § 21-204 (b) (MSAR # 15529) and § 21-209 (k) (MSAR # 12961)

Ladies and Gentlemen:

The Governor's Workforce Development Board's (GWDB) Career and Technical Education (CTE) Committee, defined in Md. Code, Educ. § 21-209, is submitting the following letter to inform the Governor and, in accordance with § 2-1257 of the State Government Article, the General Assembly, and the Accountability and Implementation Board (AIB) that the CTE Committee intends to submit the report required by Education Article § 21-204(b) and § 21-209 (k) by February 1, 2026.

The report, which is due annually on or before December 1, is required to detail the progress toward attaining the *Blueprint for Maryland's Future* goal that 45% of high school graduates complete the high school level of a Registered Apprenticeship or another industry-recognized credential by the 2030-2031 School Year; however, the 2024-2025 School Year data will not be available from the Maryland State Department of Education until December 2025. As such, the CTE Committee will be unable to submit this report until the 2024-2025 School Year data is received and analyzed.

Ifyou have any questions, please contact the GWDB at GWDB.CTE@maryland.gov.
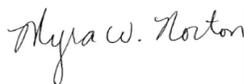
Myra W. Norton

Myra W. Norton
Chair
Governor's Workforce Development Board CTE Committee

cc: Sarah Albert, Department of Legislative Services; Shamara P. Bownes, Governor's Workforce Development Board (GWDB); Rachael Stephens Parker, GWDB

GWDB.maryland@maryland.gov | 410-767-2408 | www.gwdb.maryland.gov
WES MOORE, GOVERNOR | ARUNA MILLER, LT. GOVERNOR | PORTIA WU, SECRETARY

Appendix H | Glossary of Terms and Acronyms

Term	Acronym	Definition
Accountability and Implementation Board	AIB	An independent unit of Maryland State government created by the *Blueprint for Maryland's Future* law to ensure successful implementation of the *Blueprint* over the multi-year implementation period and achievement of the *Blueprint*'s intended outcomes.
American Job Center	AJC	One-stop centers where job seekers and employers access coordinated workforce services (also sometimes called One-Stops). Every local workforce area has at least one.
Bachelor of Arts	BA	University degree that focuses on liberal arts, humanities, social sciences, languages and culture, and fine arts.
Blueprint for Maryland's Future	*Blueprint*	A set of policies and dedicated funding that is intended to transform Maryland's early childhood, elementary, and secondary education system to the levels of high-performing systems around the world. The *Blueprint* became law in 2021 with a 10-year plan to create a world-class public school system by transforming early childhood, K-12, and career readiness, focusing on five key pillars: expanding universal Pre-K; developing high-quality teachers; creating career pathways, including CTE; increasing resources for struggling schools/students; and strong governance/accountability for equity and excellence. The *Blueprint* aims to ensure every student, regardless of background, achieves college and career readiness through increased funding and systemic changes.

Term	Acronym	Definition
Blueprint's 45% Goal	45% Goal	The *Blueprint for Maryland's Future* set a goal that by the 2030-2031 School Year, 45% of high school graduates will have completed the high school level of a Registered Apprenticeship or another industry-recognized credential (Md. Ed. Code §21-204). The CTE Joint Vision, approved in 2025, updated this goal to specify that the goal would be out of CCR graduating students. This metric is calculated by adding together the high school level of a Registered Apprenticeship completion and the IRC attainment rate, divided by the total number of graduating students who are CCR. The CTE Committee is charged with defining the terms that meet the *Blueprint*'s 45% goal. For more information on these policies, visit https://www.gwdb.maryland.gov/policy/gwdb2024blueprintgoalpolicyoverview.pdf
Career and Technical Education	CTE	Courses and learning opportunities in a range of vocations that provide students with the skills, knowledge, and competencies necessary to thrive in their careers.
Career and Technical Student Organization	CTSO	National organizations for middle and high school students in CTE programs that develop real-world activities, competitions, and service projects to prepare students for future careers and higher education.
Career Connected Learning	CCL	A continuum of learning experiences that includes career awareness, career exploration, career preparation, and/or career training through learning. These experiences are connected to learner interests and abilities and industry- or occupation-based needs and expectations.
Career Counseling/Coaching	-	A new initiative within the *Blueprint* wherein LWDBs, LEAs, and their local community college partner together to provide individualized career counseling to all middle and high school students. Many of the areas have distinguished their career counselors from school counselors by referring to them as career coaches, hence the terminology counseling/coaching is used interchangeably.

Term	Acronym	Definition
Career Ladder	-	A compensation structure enacted by the *Blueprint* that is developed by an LEA with the input of local school leaders, educators, and union representatives that provides teachers with opportunities to advance in their careers while remaining in the classroom and recognizes high quality school leaders. As teachers advance to higher tiers of the career ladder, educators will take on additional leadership responsibilities.
Carl D. Perkins Career and Technical Act	Perkins V	Federal legislation providing funding for CTE in the U.S., aiming to prepare students for high-skill, high-wage jobs by linking academics with technical skills through hands-on training and support for special populations, with the latest version being Perkins V (2018) that reauthorized funding and emphasized strong business-industry connections and equity.
Code of Maryland Regulations	COMAR	Official compilation of all administrative regulations issued by agencies of the state of Maryland.
College and Career Readiness	CCR	A student's readiness to succeed in entry-level courses at a postsecondary institution or a professional pathway upon graduation from high school. The State Board of Education defines the College and Career Readiness (CCR) standard, as required by the *Blueprint*. To view this policy, visit https://marylandpublicschools.org/stateboard/Documents/CCR-Standard-Policy-Adopted-03-2025-A.pdf
Comprehensive High Schools	-	Comprehensive high schools are traditional high schools with available CTE programs for students to enroll in.
Comprehensive Local Needs Assessment	CLNA	Local applicants of Perkins V must conduct a comprehensive local needs assessment at least every two years and include it in their local application to be eligible to receive financial assistance. The law requires eligible applicants to describe how their CTE programs are sufficient in size, scope, and quality to meet the needs of all students served by the eligible recipient; and aligned to State, regional, Tribal, or local in-demand industry sectors or occupations identified by the State workforce development board or local

Term	Acronym	Definition
		workforce development board, including career pathways, where appropriate; or are designed to meet local education or economic needs not identified by State boards or local workforce development boards.
CTE Completers	-	Students who meet all requirements in a state-approved CTE program of study.
CTE Concentrators	-	An individual who has earned at least two credits in a single state-approved CTE program of study.
CTE Framework	-	Under the *Blueprint*, the CTE Committee is charged with developing a statewide Framework for CTE that prepares students for employment in a diverse, modern economy. Maryland's CTE Framework lays out the State's vision and priorities for CTE and supports the goals of the *Blueprint*. To view the CTE Framework, visit https://www.gwdb.maryland.gov/pub/pdf/2025-marylandscteframework.pdf?=v1
CTE Participants	-	An individual who earns not less than one credit in a state-approved CTE program of study.
CTE Program of Study	CTE POS	A structured, multi-year educational pathway connecting high school academics with real-world career skills, allowing students to explore various fields, earn industry certifications and college credits, and gain work-based experience (internships, apprenticeships etc.) for smoother transitions to careers or further education. These programs align academic and technical standards, preparing students for today's dynamic workforce through hands-on career connected learning and partnerships with businesses.
Division of Workforce Development and Adult Learning	DWDAL	A division within the Maryland Department of Labor, overseeing Maryland's apprenticeship programs, Maryland Workforce Exchange, correctional education, and other workforce development initiatives.

Term	Acronym	Definition
Dual Enrollment	DE	An opportunity where high school students take college courses for both high school and college credit, often with low or no tuition, though requirements and credit transfer vary by state and institution. Programs can be on-campus, online, or at high schools, sometimes leading to an associate degree alongside a diploma. For the *Blueprint*-specific policy on dual enrollment, visit www.marylandpublicschools.org/stateboard/Documents/2024/0430/Joint-Policy-Dual-Enrollment-April-2024-A.pdf
Expert Review Teams	ERT	Created under the *Blueprint*, these are teams of expert educators and industry leaders who visit schools on scheduled visits to observe, interview, and engage with school faculty, staff, students, and stakeholders. ERTs will review data, conduct a comprehensive school visit, and then identify opportunities for improvement, particularly for implementation related to the *Blueprint*.
Fiscal Year	FY	Covers a funding period that starts on July 1 and ends on June 30, i.e., fiscal year 2023 (FY23) begins July 1, 2022, and ends June 30, 2023.
Governor's Workforce Development Board	GWDB	The GWDB is Maryland's state workforce development board. State workforce development boards vary in name and structures across the U.S., but they all share statutory responsibilities under the 2014 Workforce Innovation and Opportunity Act (WIOA), including serving as the Governor's policy-making body for workforce development, oversight of the state's public workforce development system, and development of the state's workforce development plan. State workforce boards are appointed by the governor and led by private sector business representatives, who make up a majority of the board's membership. Boards also include organized labor; leaders from state agencies responsible for post-secondary education, career and technical education, workforce development and economic development; and community organizations. Boards often represent the embodiment of public-private partnerships. Maryland's GWDB serves as the Governor's chief strategy and policy-making

Term	Acronym	Definition
		body for workforce development by engaging key business, labor, education, community, and State and local government leaders to collaborate and advise the Governor on business-led workforce approaches that advance Maryland's economic competitiveness and build pathways to work, wages and wealth for all Marylanders. Governor Wes Moore's 2023 executive order concerning the GWDB solidifies its leadership role in setting the statewide vision and strategy for workforce development, building partnerships to accelerate implementation of that strategy, and holding Maryland's workforce development system accountable to delivering results.
Graduation Rate	-	The four-year adjusted cohort graduation rate is the number of students who graduate in four years with a regular high school diploma divided by the number of students who form the adjusted cohort for the graduating class. For any given cohort, students who are entering grade 9 for the first time form a cohort that is subsequently "adjusted" by adding any students who transfer into the cohort later during the next three years and subtracting any students who transfer out, emigrate to another country, or die during that same period. This definition is defined in federal regulation 34 C.F.R. §200.19(b) (1) (a)-(iv).
High School Level of a Registered Apprenticeship	HSLRA	A Registered Apprenticeship (RA) program, approved by the Maryland Apprenticeship and Training Council (MATC), that begins while an apprentice is in high school, and requires that students complete 144 hours of related instruction (RI) and at least 250 hours of paid on-the-job training (OJT) before their high school graduation. Further RA requirements continue post-graduation, in accordance with total program standards approved by MATC. For more information on this policy, please visit www.gwdb.maryland.gov/policy/gwdbcte2024commapprenticeshippolicy.pdf

Term	Acronym	Definition
Industry-Recognized Credential	IRC	A formal validation of an individual's skills and/or competencies that align with state or regional in-demand occupations and are recognized by industry and employers. It may be a certification, license, or credential obtained through an assessment process, and 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. An IRC must be approved by the CTE Committee's criteria to meet the definition of counting in the *Blueprint*'s 45% goal. For more information on this policy and which IRCs are currently approved, visit: marylandpublicschools.org/about/Pages/DCCR/industry-credentials.aspx
Labor Market Information	LMI	Data about jobs, wages, hiring trends, and economic conditions used to guide workforce planning and career decisions.
Local Education Agency	LEA	A local school system or school district. Maryland has 24 local education agencies, one for each of the counties and Baltimore City.
Local Workforce Development Board	LWDB	There are 13 local workforce areas in Maryland, each supported by a Local Workforce Development Board. The areas are guided and led by the private industry in the area to meet the current and future hiring needs of their employer community. The local workforce areas build connections between workforce development and economic development by serving as a vehicle for identifying needs and developing and ensuring implementation of an effective workforce strategy. Local workforce areas develop and oversee locally delivered workforce services as well as leverage community resources through their American Job Centers.
Maryland Apprenticeship and Training Council	MATC	An appointed Council that reviews all Registered Apprenticeship sponsor applications and decides if the program meets all the apprenticeship requirements.
Maryland Apprenticeship and	MATP	A unit within MD Labor's DWDAL that oversees apprenticeship.

Term	Acronym	Definition
Training Program		
Maryland Department of Labor	MD Labor	Maryland state agency that provides job development and employment training to help citizens get the skills and expertise they need to move with the economy into Maryland's future.
Maryland Department of Legislative Services	DLS	Maryland state agency that operates under the policies and directives of the President of the Senate, the Speaker of the House of Delegates, the Legislative Policy Committee, and the Joint Audit Committee. DLS conducts research and drafts legislation for members of the Maryland General Assembly.
Maryland General Assembly	MGA	The legislative body of the state of Maryland, including the House of Delegates and State Senate.
Maryland Higher Education Commission	MHEC	State of Maryland's higher education coordinating board responsible for establishing statewide policies for Maryland public and private colleges and universities and for-profit career schools. MHEC also administers state financial aid programs that affect students on a statewide basis.
Maryland Longitudinal Data System Center	MLDSC	State agency created for the purpose of generating timely and accurate information about student performance that can be used to improve the State's education system and guide decision makers at all levels. To accomplish this task, the MLDS collects and organizes individual-level student and workforce data from all levels of education and the State's workforce.
Maryland State Department of Education	MSDE	State agency overseeing education throughout Maryland.
Maryland Workforce Association	MWA	Association of the 13 Local Workforce Development Board directors that collaborates with the Maryland Department of Labor, GWDB, and other state workforce partners to foster regional and statewide collaboration and sharing of best practices.
Memorandum of Understanding	MOU	A legal document describing the broad outlines of an agreement that two or more parties have reached.

Term	Acronym	Definition
National Board Certification	NBC	Professional certification available in pre-K–12 education that certifies a teacher's demonstrated ability to positively impact student learning. NBC is administered by the National Board of Professional Teaching Standards (NBPTS).
On-the-Job Training	OJT	Hands-on training from an experienced mentor at the job site, focusing on skill and knowledge necessary for occupational proficiency. OJT is a requirement of the Registered Apprenticeship system.
Registered Apprenticeship	RA	An industry-driven, high-quality career pathway where employers can develop and prepare their future workforce, and individuals can obtain paid work experience, receive progressive wage increases, classroom instruction, and a portable, nationally-recognized credential. Registered Apprenticeships are industry-vetted and approved and validated by the U.S. Department of Labor or a State Apprenticeship Agency. In Maryland, Registered Apprenticeships are approved by the Maryland Department of Labor's DWDAL in consultation with MATC.
Registered Apprenticeship Programs	RAP	Training programs that combine paid on-the-job training with related classroom instruction. RAPs provide workers with skills and industry-recognized credentials, ensuring quality through registration with USDOL or State Apprenticeship Agencies.
Related Instruction	RI	A systematic form of instruction that teaches technical and academic competencies that apply to the occupation, often in a classroom setting or online, for Registered Apprenticeships.
Request for Proposal	RFP	A document issued by an organization to solicit bids from vendors for a project or service. It outlines the project's requirements and evaluation criteria. Vendors submit proposals detailing how they will meet the requirements, including costs and timelines. The RFP process ensures competitive and transparent vendor selection.
School Year	SY	The months of the year during which school is open and attendance at school is required.

Term	Acronym	Definition
Special Populations	-	In Perkins V, special populations demographic groups include the following: (A) individuals with disabilities; (B) individuals from economically disadvantaged families, including low-income youth and adults; (C) individuals preparing for non-traditional fields; (D) single parents, including single pregnant women; (E) out-of-workforce individuals; (F) English learners; (G) homeless individuals described in section 725 of the McKinney-Vento Homeless Assistance Act (42 U.S.C. 11434a); (H) youth who are in, or have aged out of, the foster care system; (I) youth with a parent who - (i) is a member of the armed forces (as such term is defined in section 101 (a)(4) of title 10, United States Code); and (ii) is on active duty (as such term is defined in section 101(d)(1) of such title; and (J) migrant students (secondary only).
State Apprenticeship Agency	SAA	State-level entities that oversee and manage apprenticeship programs. They ensure programs meet federal and state standards, provide technical assistance, and promote apprenticeship opportunities to employers and job seekers.
State Determined Performance Level	SDPL	Targets set by states under Perkins V to measure the effectiveness of CTE programs. These performance levels assess how well CTE programs prepare students for postsecondary education and the workforce.
Technical Assistance	TA	The process of providing targeted support, such as training or resource sharing, to a specified body.
United States Department of Education	USDOE	Federal agency that sets education policy and administers federal funding, working to serve America's students and support state/local systems.
United States Department of Labor	USDOL	Federal agency overseeing labor in the U.S.
Work-Based Learning	WBL	A continuum of activities that occur in part or in whole in the workplace, providing the learner with hands-on, real-world experience. It combines skill development with training opportunities and is a key strategy for developing talent and preparing students for the workforce and evolving labor market.

Term	Acronym	Definition
Workforce Innovation and Opportunity Act	WIOA	A federal law that aims to strengthen and improve the U.S. workforce system. WIOA provides funding for job training and education programs, promotes workforce development, and ensures that job seekers acquire skills necessary for employment. WIOA also supports employers in finding skilled workers and aligns workforce programs with economic development.
Youth Apprenticeship	YA	An apprentice with a valid Apprenticeship Maryland Program (AMP) agreement submitted by an LEA and their approved employer. AMP Youth Apprentices are not formally Registered Apprenticeships in Maryland. Participants are required to complete at least 450 hours of OJT and 1 credit of approved RI.

Maryland
GWDB CTE COMMITTEE

Governor's Workforce Development Board
Career and Technical Education Committee

www.gwdb.maryland.gov