

JOINT IMPLEMENTATION PLAN

Career and Technical Education Vision For Maryland's Future

EXECUTIVE SUMMARY

This Joint Implementation Plan serves as the strategic roadmap for realizing Maryland's Joint Career and Technical Education (CTE) Vision.¹ It is centered on the following goal, established jointly by the Governor's Workforce Development Board (GWDB) CTE Committee, the Maryland State Board of Education, and the *Blueprint for Maryland's Future* Accountability & Implementation Board:

By 2031, 45% of Maryland public high school graduates who are college and career ready (CCR) will have completed the high school level of a Registered Apprenticeship (RA) or earned another Industry-Recognized Credential (IRC), in alignment with the Blueprint for Maryland's Future. At least 1 in 4 (roughly 4,000 projected) of the Maryland public high school graduates who make up that 45% in 2031 will meet the Blueprint goal by completing a high school level of a Registered Apprenticeship, and at most 3 in 4 (roughly 12,000 projected) will meet the Blueprint goal by completing an IRC.

Maryland's CTE Framework² outlines five guiding principles that are essential to realizing the Vision and that ground the State's CTE system transformation:

- Ensure all students have access to CTE instruction that aligns with current and future industry needs and prepares them for real-world careers;
- Implement high-quality CTE programs that support related instruction for RA or attainment of other industry-recognized credentials;
- Maximize the number of students who complete the high school level of a RA;
- Maximize the number of students who earn other industry-recognized credentials when an RA is not available; and
- Build a world-class career coaching system that supports student success in post-CCR pathways and post-graduation plans aligned to their strengths, interests, and values.

The Joint Implementation Plan lays out a three-prong action plan for achieving the Vision and realizing the Maryland CTE Framework, with a primary emphasis on expanding high school level Registered Apprenticeship (HSLRA) participation given the transformational change required to meet the apprenticeship target above. The plan breaks the 2031 target into annual statewide growth targets and credential attainment benchmarks, with each objective and strategy mapped to specific actions, deadlines, owners, and process metrics that will drive quarterly progress reporting to the GWDB CTE Committee.

¹ Maryland Career and Technical Education Committee. (2025). *Joint vision statement: Career and technical education for a stronger Maryland*. Governor's Workforce Development Board. For more information, read [the Joint Vision Statement](#).

² Governor's Workforce Development Board. (2025). *Maryland's CTE framework*. Maryland Department of Labor. For more information, read [Maryland's CTE framework](#).

Objective 1: Increase Employer Engagement to Grow HSLRA Opportunities

- 1.1 Refine HSLRA Growth Strategy with Sector and Occupation Targets
- 1.2 Expand Existing Registered Apprenticeship Programs for Adults to High Schoolers
- 1.3 Expand Apprenticeship Opportunities for High Schoolers Across the Public Sector
- 1.4 Expand Registered Apprenticeship in Sectors with Low Apprenticeship Utilization and High Potential

Objective 2: Expand Student Access to and Awareness of HSLRAs + IRCs

- 2.1 Create a Publicly Accessible HSLRA Opportunities List and Information
- 2.2 Update Graduation Requirements
- 2.3 Implement Adjustments to Student Scheduling Options
- 2.4 Develop, Pilot or Scale Solutions for Transportation Barriers
- 2.5 Pilot Focused Interventions to Remove Barriers for Student Participation in Registered Apprenticeship
- 2.6 Maximize WIOA Waiver Authority to Support High School Student Participation in Registered Apprenticeship

Objective 3: Align Partner Agencies and Data Infrastructure Around Clear Goals

- 3.1 Align Partner Agencies Around Joint Vision, Implementation Plan, Annual Targets, and Ongoing Accountability Structure with CTE Committee
- 3.2 Modernize and Restructure Data Systems and Sharing
- 3.3 Launch Public-Facing Performance Dashboard

Achieving each objective requires a concerted cross-agency effort. The Maryland Department of Labor, the designated State Apprenticeship Agency, will lead efforts to build a robust supply of high school Registered Apprenticeships by recruiting employers and developing programs across sectors. The Maryland State Department of Education and Maryland State Board of Education will lead efforts to ensure school systems and students are apprenticeship ready, including flexible scheduling, post-CCR pathway development, and CTE alignment to work readiness. The Governor's Workforce Development Board provides strategic input and direction across agencies and employers, aligning workforce investments with labor market needs; its CTE Committee tracks and drives progress toward the Vision and goal above. The *Blueprint* Accountability and Implementation Board provides implementation oversight across all aspects of the *Blueprint*.

Sectors currently viewed as primary target sectors³ for growth in high school level Registered Apprenticeships include:

- Health Care & Social Assistance
- Educational Services
- Professional, Scientific, & Technical Services
- Public Sector
- Retail Trade
- Accommodation & Food Service
- Construction
- Transportation & Logistics

³ By fall 2026, additional sector-specific HSLRA goals will be developed (see Table 2, page 6)

ANNUAL GROWTH TARGETS FOR HIGH SCHOOL STUDENT PARTICIPATION IN REGISTERED APPRENTICESHIP AND INDUSTRY-RECOGNIZED CREDENTIALS

To measure progress, the GWDB CTE Committee, MSDE, and MD Labor staff collaborated to develop annual targets toward reaching the goal above by 2031. These targets (listed below in “Table 1: Annual Statewide Targets”) establish a clear growth trajectory, scaling from an SY2024–2025 baseline of 23.6% to the final 45% goal.⁴ The targets reflect an aggressive push to increase HSLRA completions from 99 students in 2025 to over 4,000 by 2031.

To develop these targets, staff took the following steps:

- Forecasted 36,000 College and Career Ready (CCR) graduates by SY 2030-31, based on a 1.8% annual enrollment increase and an ultimate 60% CCR rate.
- Applied the 45% goal to yield an overall target of 16,200 CCR graduates in the goal.
- 16,200 CCR graduates was further divided by policy into 25% completing High School Level Registered Apprenticeships (HSLRA = 4,050) and 75% for other Industry Recognized Credentials (IRC = 12,150).
- Analyzed progress made in the 2023-24 and 2024-25 school years.

The resulting annual HSLRA targets aim to more than double the number of HSLRA graduates each year in the early years of implementation, guiding the plan’s ambitious agenda to achieve growth in a historically adult-oriented system through strategic investments, policy changes, and employer engagement. These targets will be used as a primary progress tracking metric by the GWDB CTE Committee and are subject to potential re-evaluation as the first years of implementation progress under this plan.

TABLE 1: ANNUAL STATEWIDE TARGETS

School Year	Number of Students Completing HSLRA ⁵	Number of Students Completing other IRC	Total Number of Students Completing an HSLRA or other IRC	Year-Over-Year HSLRA Growth Rate (%)	% CCR Graduates Meeting HSLRA or IRC Attainment Goal	Percentage Points Remaining to 45% Goal
SY23-24 (Actual)	44	4,674	4,718	0%	16.92%	28.08pp
SY24-25 (Actual)	99	6,859	6,958	125%	23.64%	21.36pp
SY25-26 (Projected)	94 (Actual) ⁶	7,378	7,472	-5%	28.48%	16.52pp
SY26-27 (Projected)	300	10,670	10,970	220%	32.77%	12.23pp
SY27-28 (Projected)	1000	11,484	12,484	233%	36.62%	8.38pp
SY28-29 (Projected)	2000	11,883	13,883	100%	39.99%	5.01pp
SY29-30 (Projected)	3,200	12,307	15,057	60%	42.59%	2.41pp
SY30-31 (Projected)	4,050	12,150 ⁷	16,200	26%	45.16%	0pp

⁴ Pursuant to Md. Code Ann., Educ. § 21-209(h)(12)

⁵ From SY23-24, SY24-25, and SY25-26, this metric measures the number of 16-17 year olds participating in a Registered Apprenticeship. Starting in SY2026-27 and after, this metric will measure the percent of CCR high school students participating in HSLRA, rather than 16-17 year olds participating in RA; Given data limitations (that will be rectified via this Implementation Plan), the 16-17 year old student metric is the best proxy for understanding the number of high school students in a Registered Apprenticeship in SYs 23-24, 24-25, and 25-26. More in Objective 3.

⁶ The rest of the numbers in this row are projections. The 94 students completing HSLRA represents the actual reported number from MD Labor DWDAL.

⁷ This would be the maximum number of IRCs in order for Maryland to achieve the HSLRA goal (1 in 4) while accommodating a constant annual growth rate of 117% for HSLRAs.

Objective 1: Increase Employer Engagement to Grow HSLRA Opportunities

Purpose: Increase the number of available Registered Apprenticeship opportunities via employer engagement and support.

1.1 Refine HSLRA Growth Strategy with Sector and Occupation Targets

Intended Outcome: Ensure alignment of agency partners regarding strategy for HSLRA⁸ and Registered Apprenticeship opportunity expansion.

Key Actions (Lead Agency: MD Labor)

- Comprehensively assess labor market information, existing programming, and partner roles to set an overarching HSLRA expansion strategy grounded in realistic, measurable targets by industry sector and occupation
- Solicit partner feedback on targets, expansion areas, and activities
- Activate Qualified Intermediaries funded under the Industry Apprenticeship Accelerator program to drive sector expansion
- Regularly assess process metrics and revise strategy as described below, including through regular reporting to the Maryland Office of Registered Apprenticeship Development Advisory Board, Governor's Workforce Development Board (GWDB), and the GWDB CTE Committee

Implementation Milestones: Strategy 1.1

Milestone	Deadline ⁹	Lead Agency	Supporting Partners
Selection of Qualified Intermediaries, as defined in the Industry Apprenticeship Accelerator Program policy , and successful launch of intermediary engagement campaigns	July 30, 2026	MD Labor	GWDB
Completion of draft statewide strategy document based around sector and occupation targets and major expansion areas; Document to include specific, numerical sector goals for each strategy.	Aug 31, 2026	MD Labor	GWDB

⁸ The CTE Committee's [High School Level of a Registered Apprenticeship Policy](#) defines a HSLRA as a Registered Apprenticeship 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 remaining required hours completed post-graduation.

⁹ For the purposes of this Implementation Plan, the term *Deadline* is defined as the date by which the associated Implementation Milestone will be completed/enacted. Internal planning includes start dates, prim

“Table 2: Sectors Hiring Registered Apprentices and Initial Target Sectors for HSLRA Growth” below outlines sectors currently hiring registered apprentices, their representation of total employment in Maryland, and initial target growth sectors for high-school level Registered Apprenticeships, based on overall employment demand, including in roles that high-school age students (under 18) may be considered for, including via apprenticeship.

TABLE 2: SECTORS HIRING REGISTERED APPRENTICES AND INITIAL TARGET SECTORS FOR HSLRA GROWTH

Sector	Current % of Maryland Employees	Current % of Maryland Registered Apprentices (all ages)
Health Care and Social Assistance*	15.0%	1.5%
Educational Services*	10.5%	2.0%
Professional, Scientific, & Technical Services*	10.5%	1.0%
Public Administration	9.5%	7.0%
Retail Trade*	9.5%	<0.5%
Accommodation and Food Services	8.0%	<1.0%
Support and Waste Management Services	6.0%	<0.5%
Construction*	6.0%	85..0%
Transportation and Warehousing	4.0%	<0.5%

**Target growth sectors for high-school level Registered Apprenticeships*

1.2 Expand Existing Registered Apprenticeship Programs for Adults to High Schoolers

Intended Outcome: Increased number of HSLRA¹⁰ opportunities available to students.

Key Actions (Lead Agency: MD Labor):

- Develop, share with CTE Committee, and execute a campaign to promote programs, associated technical assistance and resources for system partners and sponsors, and employers, including promotion of the Maryland Apprenticeship Incentive Program and Industry Apprenticeship Accelerator Program
- Facilitate partnerships between sponsors/employers and Local Education Agencies (LEA)
- Identify the AMP Youth Apprenticeships best designed to convert to High School Level Registered Apprenticeships and develop and deliver targeted messaging and technical assistance for conversion
- Identify the economic sectors regularly employing larger numbers of young workers and work to scale HSLRA opportunities with those employers
- Increase employer participation in High School Level Registered Apprenticeships within sectors with high youth employment.

¹⁰ The CTE Committee's [High School Level of a Registered Apprenticeship Policy](#) defines a HSLRA as a Registered Apprenticeship 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 remaining required hours completed post-graduation.

Implementation Milestones: Strategy 1.2

Milestone	Deadline	Lead Agency	Supporting Partners
Execution of direct technical assistance programming, e.g. on scaling programs, employer recruitment, employing high school students, etc.	June 30, 2027	MD Labor Office of Apprenticeship	IAA Qualified Intermediaries, Registered Apprenticeship Sponsors, Labor unions, Trade Associations, Office of Strategic Initiatives (OSI)
Execution of 15 or more HSLRA awareness sessions for employers	June 30, 2027	MD Labor Office of Apprenticeship	IAA Qualified Intermediaries, Registered Apprenticeship Sponsors, Labor unions, Trade Associations, GWDB
Release of additional rounds of and increase in participation in the Maryland Apprenticeship Incentive Program ¹¹ and Industry Apprenticeship Accelerator Program	June 30, 2027	MD Labor Office of Apprenticeship	GWDB, OSI, MSDE, LEAs
Initiation of campaign and process to convert AMP Youth Apprenticeships to High School Level Registered Apprenticeships.	June 30, 2027	MD Labor Office of Apprenticeship	IAA Qualified Intermediaries, LEAs, MSDE, GWDB
Successful recruitment of GWDB board members to host high school Registered Apprentices and act as ambassadors/champions for Registered Apprenticeship	June 30, 2027	GWDB	MD Labor Office of Apprenticeship

¹¹ More information on the Maryland Apprenticeship Incentive Program can be found in the [Maryland Apprenticeship Incentive Program policy](#).

1.3 Expand Apprenticeship Opportunities Across the Public Sector

Intended Outcome: Increase the number of Registered Apprenticeship opportunities in the public sector.

Key Actions (Lead Agency: MD Labor):

- Work with DBM to restructure position classifications, job series, and recruitment processes to align state positions to Registered Apprenticeship
- Collaborate with state and local agency and institutional leadership to develop and issue directives encouraging adoption of Registered Apprenticeships in public service, inclusive of public higher education institutions and community colleges - and, where possible commitment to apprenticeship recruitment goals including for high school students
- Promote the Public Safety Apprenticeship Grant Program to expand Registered Apprenticeship opportunities in law enforcement, emergency medicine, fire service, and correctional services¹²
- Work with Governor's office to initiate leadership directives encouraging the adoption of apprenticeship in public service
- Partner with state public higher education institutions to create public sector apprenticeship programs

Implementation Milestones: Strategy 1.3

Milestone	Deadline	Lead Agency	Supporting Partners
Issuance of leadership directives encouraging adoption of apprenticeships	June 30, 2027	Department of Budget and Management MD Labor Office of Apprenticeship	LEAs, MSDE, Maryland Association of Counties, MML, IHEs, Community Colleges, Governor's Office, IAA Qualified Intermediaries, public sector labor unions
Identification of potential apprenticeship positions and job classifications within Maryland State agencies and publication of associated report	June 30, 2027	Department of Budget and Management MD Labor Office of Apprenticeship	Governor's Office, public sector labor unions

¹² The [Public Safety Apprenticeship Grant Program](#) supports the expansion of Registered Apprenticeship for public safety agencies by offering grants of \$5,000-200,000. Applications are accepted on a rolling basis.

1.4 Expand Registered Apprenticeship in Sectors with Low Apprenticeship Utilization and High Potential

Intended Outcome: Accelerated expansion of apprenticeship in sectors with economic significance.

Key Actions (Lead Agency: MD Labor):

- Identify sectors of economic significance with low apprenticeship utilization
- Identify and assess apprenticeable occupations across economic sectors
- Design and initiate large scale marketing campaign targeted at employers in these sectors, inclusive of targeted engagement with these employers and engagement events
- Explore and implement necessary licensure reforms, educational partnerships, and incentive investments necessary to accelerating expansion of RA in these sectors
- Identify roadblocks to implementation of Procurement Reform Act, take next steps accordingly to successfully move implementation forward.

Implementation Milestones: Strategy 1.4

Milestone	Deadline	Lead Agency	Supporting Partners
Execution of large scale marketing campaigns	Nov 30, 2027	MD Labor Office of Apprenticeship, IAA Qualified Intermediaries	GWDB, LWDBs, Governor's Office, Commerce, Labor unions, Trade Associations, Economic Development Agencies, Chambers of Commerce
Launch and complete a series of targeted outreach actions and engagement events	Nov 30 2027	MD Labor Office of Apprenticeship, IAA Qualified Intermediaries	GWDB, LWDBs, Governor's Office, Commerce, Labor unions, Trade Associations, Economic Development Agencies, Chambers of Commerce
Implementation of procurement reform, such as the Procurement Reform Act ¹³	June 30, 2027	MD Labor Office of Apprenticeship, IAA Qualified Intermediaries	GWDB, LWDBs, Governor's Office, Commerce, Labor unions, Trade Associations, Economic Development Agencies, Chambers of Commerce
Preparation of policy proposals as needed regarding licensure, incentives, etc.	Aug 31, 2026; Annual legislative/ budget cycle	MD Labor	GWDB, MSDE

¹³ Procurement Reform Act of 2025, Md. Code Ann., State Fin. & Proc. § 11-101 et seq. (LexisNexis 2025).
<https://mgaleg.maryland.gov/2025RS/bills/hb/hb0500E.pdf>

Metrics: Objective 1

Metric	Baseline ¹⁴	Target	Metric Reporting Frequency ¹⁵	Why It Matters
Number of RA sponsors that allow High School Level Registered Apprentices (allow applicants age 16+) ¹⁶	46% of existing sponsors	60% of existing sponsors by Nov 30, 2027 ¹⁷	Annual	Many existing programs do not allow high school students to enroll. Metric tracks impact of direct expansion goal. Metric includes LEAs acting as sponsors and public sector entities.
Number of new RA programs created, particularly in target sectors	32	40 by Nov 30, 2027	Annual	Increasing the number of RA programs increases overall HSLRA capacity.
Number of employers recruited to employ Registered Apprentices, particularly in target sectors	231	300 by Nov 30, 2027	Annual	Increasing employer participation increases overall HSLRA capacity.
Number of new apprentices entering non-traditional occupations, defined as all non-construction occupations ¹⁸	20%	30% by Nov 30, 2027	Quarterly	Registration of apprentices into non-traditional occupations is a direct indicator of industry diversification.
Number of new RA programs created	32	40 by Nov 30, 2027	Annual	Increasing the number of RA programs increases overall HSLRA capacity.
Number of AMP Youth Apprenticeships (YA) converted to HSLRA	TBD (new)	5% of existing YA employers by Nov 30, 2027	Annual	More than 1,100 employers participate in the AMP program, employing ~1,300 students annually. Many AMP apprenticeships could be converted into full HSLRAs.
Number of employers recruited to employ Registered Apprentices	231	300 by Nov 30, 2027	Annual	Increasing employer participation increases overall HSLRA capacity.
Number of new apprentices entering non-traditional occupations, defined as all non-construction occupations	11%	15% by Nov 30, 2027	Quarterly	Registration of apprentices into non-traditional occupations is a direct indicator of industry diversification.

¹⁴ For the purposes of this Implementation Plan, the term *Baseline* is defined as the most recently reported figure for the associated metric as of June 2026.

¹⁵ (Starting Dec 2026 unless otherwise noted)

¹⁶ Certain process metrics may repeat throughout Objective 1 as the metric is important for multiple strategy elements.

¹⁷ For the purposes of this Implementation Plan, target dates reflect when target data are expected to be reportable. Actual reporting dates may vary.

¹⁸ Reported with disaggregated information by age and by sector and occupation, including for target sectors listed in this plan.

Objective 2: Expand Student Access to and Awareness of HSLRAs + IRCs

Purpose: Reduce barriers to student participation by centralizing opportunity data and integrating HSLRA options into existing frameworks.

2.1 Create a Publicly Accessible HSLRA Opportunities List And Information

Intended Outcome: Publicly available list of HSLRA opportunities that can be used for high school student career exploration and course/pathway planning.

Key Actions (Lead Agency: MD Labor)

- Add HSLRA opportunities and employers to existing RA information and associated webpages managed by MD Labor.
- Investigate opportunities to integrate HSLRA opportunity information into career counseling tools (e.g., Naviance, Xello) or to be used in the same way as such tools in career counseling and related programming.
- Coordinate with MSDE team to provide information in career coach/counselor and CTE Director/Lead professional development and technical assistance sessions about how to incorporate and showcase HSLRA opportunities for students.
- Establish cadence and process, in coordination with MSDE and MWA, to notify career coaches, counselors, and CTE Directors/Leads HSLRA opportunities and ensure they are equipped with strategies, collateral etc. for sharing them with students and families on a routine basis

Implementation Milestones: Strategy 2.1

Milestone	Deadline	Lead Agency	Supporting Partners
Publication of HSLRA opportunities on MD Labor's apprenticeship webpages (where current Registered Apprenticeship information is housed)	May 31, 2027	MD Labor	GWDB, MSDE
Full operationalization of a process for sharing information, collateral, etc. with career coaches, school counselors, LEA CTE directors and equipping them with tools to share with students and families	Sept 30, 2027	MSDE	MD Labor, GWDB, LEA CTE Directors/Leads
Decision made on approach to integrating HSLRA opportunity information into career exploration tools or platforms used by LEAs (e.g., Xello, Naviance), including whether to invest in a statewide platform or issue LEA guidance	May 31, 2027	MSDE	MD Labor, GWDB

2.2 Update Graduation Requirements

Intended Outcome: Graduation requirements that enable HSLRA participation.

Key Actions (Lead Agency: MSDE)

- Monitor master scheduling constraints and review data from CTE ERT visits regarding HSLRA participation and graduation requirements.
- Review COMAR graduation requirements and make recommendations to amend as applicable.

Implementation Milestones: Strategy 2.2

Milestone	Deadline	Lead Agency	Supporting Partners
Recommendations generated and published by MSBE, GWDB CTE Committee, and AIB regarding amendments to graduation requirements based on review to ensure HSLRA participation is supported	March 31, 2027	MSDE, MSBE	AIB, GWDB
If/as applicable, graduation requirement amendments completed and LEA guidance issued	May 31, 2027	MSDE, MSBE	N/A

2.3 Implement Adjustments to Student Scheduling Options

Intended Outcome: Master schedules that accommodate Registered Apprenticeship participation.

Key Actions (Lead Agency: MSDE)

- Develop and implement master scheduling guidance and support, equipping LEAs to provide flexible options for students pursuing RA.
- Complete the hiring and onboarding of an MSDE-based Director to coordinate scheduling adjustment-related work.

Implementation Milestones: Strategy 2.3

Milestone	Deadline	Lead Agency	Supporting Partners
Publication of new scheduling implementation guidance	May 31, 2027	MSDE	GWDB, MD Labor, LEAs
Hiring and onboarding of MSDE-based Director for scheduling work (hiring target: prior to July 31, 2027).	July 31, 2027	MSDE	GWDB, MD Labor

2.4 Develop, Pilot or Scale Solutions for Transportation Barriers

Intended Outcome: Implementation of solutions for transportation-related barriers to student participation.

Key Actions (Lead Agencies: MSDE, GWDB)

- Review existing information on transportation barriers (CTE ERT reports, etc.) to identify common issues among local jurisdictions, and gather additional input from LEAs, employers/sponsors, and students as needed to develop proposed solutions.
- Identify best practices and develop potential statewide and region-specific solutions.
- Implement developed solutions and track success rates.

Implementation Milestones: Strategy 2.4

Milestone	Deadline	Lead Agency	Supporting Partners
Review of existing data on student transportation barriers by local jurisdiction and report completed and shared with CTE Committee	Oct 31, 2026	GWDB	MD Labor, MSDE, LEAs
Proposal of statewide and regional solutions to CTE Committee, MSBE, and other agencies/offices as relevant	Oct 31, 2027	GWDB	MSDE, MD Labor

2.5 Pilot Focused Interventions to Remove Barriers for Student Participation in Registered Apprenticeship.

Intended Outcome: Development of creative, replicable solutions to HSLRA barriers.

Key Actions (Lead Agency: GWDB)

- Design the Perkins Reserve Grant Application (SY 2027-28) to prioritize HSLRA expansion-related submissions.
- Design and launch pilots that support schools in being designated “apprenticeship ready.”
- Conduct a review and report on successful strategies identified in pilots + Perkins Reserve Grant projects for potential replication.
- Build promotion of successful strategies into stakeholder guides and communications.

Implementation Milestones: Strategy 2.5

Milestone	Deadline	Lead Agency	Supporting Partners
Design of Perkins Reserve grant application to prioritize HSLRA expansion	April 30, 2027	MSDE, GWDB	MD Labor
Design and launch of pilots that support schools in being designated “apprenticeship ready”	Jan 31, 2027	GWDB, MSDE	MD Labor
Completed review of previous Perkins Reserve grantee outcomes and issued guidance regarding replication of successful strategies for LEAs	June 30, 2027	GWDB	MSDE, MD Labor

2.6 Maximize WIOA Waiver Authority to Support Student Participation in Registered Apprenticeships

Intended Outcome: Approval of WIOA waivers and CTE high school coursework to support apprenticeship pathways.

Key Actions (Lead Agency: GWDB)

- Explore the use of waivers to expand eligible WIOA funds and services to in-school youth in apprenticeship pathways.
- Prepare and submit relevant waiver requests for federal approval.
- Track impact of waivers on in-school youth participation in Registered Apprenticeship and other industry-recognized credentials in Program Year 2026-2027, via WIOA performance measures and standard reporting procedures.
- Support design of pilot implementation of CTE high school coursework as related instruction for HSLRA participation as a part of Apprenticeship Ready Schools Project.

Implementation Milestones: Strategy 2.6

Milestone	Deadline	Lead Agency	Supporting Partners
Exploration and preparation of waiver requests for youth services	Nov 30, 2026	GWDB	MD Labor, MSDE
Submission of relevant waiver requests for federal approval	Nov 30, 2026	GWDB	MD Labor, MSDE
Completion of pilot implementation of CTE high school coursework as related instruction for HSLRA participation	May 31, 2027	GWDB, MSDE	MD Labor
Execution of pilot implementation of CTE high school coursework as related instruction for HSLRA participation in at least one local jurisdiction	Implementation at one local jurisdiction by May 31, 2027	MSDE, MD Labor	GWDB
Successful federal approval of waiver requests	Dec 31, 2026	GWDB	MD Labor, MSDE

Metrics: Objective 2

Metric	Baseline	Target	Metric Reporting Frequency	Why It Matters
LEAs/Counselors using publicly accessible HSLRA opportunity information	TBD	80% of LEAs (reported by District Leadership) by June 30, 2027	Annual	Centralizes discovery for students
Students participating as a result of information being available and integrated into career exploration workshops and courses	0	Increase by June 30, 2027	Annual	Tracks the impact of information availability on enrollment
Students using newly developed transportation resources	0	Increase by May 31, 2027	Annual	Measures the efficacy of travel solutions
Students participating in Registered Apprenticeship via Perkins Reserve Grant-funded programs	TBD	Increase by Aug 31, 2027	Annual	Tracks local innovation impact
Successful funded solutions replicated in districts	N/A	Increase by Aug 31, 2027	Annual	Measures the scale of proven solutions

Objective 3: Align Partner Agencies and Data Infrastructure Around Clear Goals

Purpose: Align state leadership on execution targets and modernize data infrastructure for longitudinal tracking against these targets.

3.1 Alignment re: Joint Vision Implementation + Annual Targets

Intended Outcome: Established annual targets building to the 2030–2031 goal and shared implementation accountability across partner agencies.

Key Actions (Lead Agency: GWDB)

- Facilitate cross-agency collaboration to draft and agree on Annual Targets and the Implementation Plan.
- Facilitate GWDB CTE Committee, Accountability Implementation Board, and State Board of Education approval of targets.
- Socialize annual targets and implementation plan to LEA leadership via direct meetings with LEA leadership

Implementation Milestones: Strategy 3.1

Milestone	Deadline	Lead Agency	Supporting Partners
Publication of Statewide Annual Targets and Joint CTE Vision Implementation Plan with GWDB CTE Committee, Accountability and Implementation Board, and State Board of Education approvals	July 31, 2026	GWDB	MSDE, MD Labor, AIB, MORAD Advisory Board
Socialization of statewide annual targets and implementation plan to LEA, LWDB leadership	Sept 30, 2026	GWDB, MSDE	MD Labor
Execution of work with LEA leadership to set local jurisdiction annual targets that collectively roll up to statewide annual targets	Jan 30, 2027	MSDE, GWDB	MD Labor

3.2 Modernize and Restructure Data Systems and Sharing

Intended Outcome: Identification of data gaps and establishment of agency partnerships to bridge those gaps. See Appendix A for list of current metrics/Key Performance Indicators.

Key Actions (Lead Agency: MD Labor)

- Identify data points not trackable via the Salesforce contract and investigate partnerships for access.

Implementation Milestones: Strategy 3.2

Milestone	Deadline	Lead Agency	Supporting Partners
Completion of mapping of data points not trackable via MD Labor's database vendor contract	July 31, 2026	MD Labor, MSDE	GWDB
Investigation of alternative sources, agency partnerships etc. to provide access to missing metrics	July 31, 2026	MD Labor, MSDE	GWDB

3.3 Launch Public-Facing Performance Dashboard

Intended Outcome: Public performance dashboard with RA, HSLRA, and IRC metrics. Dashboard will track metrics identified by MD Labor, MSDE, and GWDB. See Appendix A for list of these metrics/Key Performance Indicators.

Key Actions (Lead Agency: GWDB)

- Coordinate with GWDB Performance Dashboard Working Group, MSDE, MD Labor, and IT teams to identify technical needs for RA, HSLRA, and IRC data publication.
- Ensure dashboard metrics align with performance metrics required through Perkins, CTE Committee, and Performance Cabinet.
- Implement routine quarterly reporting to the CTE Committee.

Implementation Milestones: Strategy 3.3

Milestone	Deadline	Lead Agency	Supporting Partners
Identification of technical needs for dashboard publication	July 31, 2026	GWDB, MSDE	MD Labor
Design and detail of dashboard hosting and rollout plan	Sept 30, 2026	GWDB, MSDE	MD Labor, MLDSC
Publication of public-facing performance dashboard	Jan 31, 2027	GWDB	MSDE, MD Labor, MLDSC
Implementation of routine quarterly reporting to the CTE Committee – first, on the progress toward publication of the data dashboard; once dashboard published, quarterly reporting on progress toward 45% + “1 in 4” goal	July 31, 2026	GWDB	MD Labor, MSDE

Metrics: Objective 3

Metric	Baseline	Target	Metric Reporting Frequency	Why It Matters
State and local annual progress-to-goal reporting	N/A	Published by Feb. 28, 2027	Annual, alongside statewide target progress reporting	Ensures LEA leadership buy in and partnership with state agencies, allows for those with knowledge of District/Regional area to provide benchmarks
Review of annual state and local targets to gauge progress	N/A	Every six months from Aug 30, 2026-Dec 15, 2031	Every 6 months	
Frequency of reporting to the CTE Committee	N/A	Quarterly starting July 31, 2026	Quarterly	Ensures ongoing oversight of success measures

Appendix A

KEY PERFORMANCE INDICATORS / METRICS

To be included in Data Dashboard

MD Labor, GWDB, MSDE have worked together to align on a definition of “engagement” and accordingly updated metrics and their related methodology to be used to measure participation in and completion of industry-recognized credentials and Registered Apprenticeships. The updated metrics these departments have aligned on are in “Table 3: Key Performance Indicators / Metrics” on page 20.

TABLE 3: KEY PERFORMANCE INDICATORS/METRICS

Metric	Methodology, including details on numerator and denominator:
Number / Percent of high school graduates ¹⁹ who completed an industry-recognized credential in most recent available school year*	SY23-24: Numerator - All 12th grade students who completed an IRC; Denominator - All 12th grade students. SY24-25: Numerator - All 12th grade graduates who completed an IRC; Denominator - All high school graduates. <i>MSDE collects.</i>
Number / Percent of high school students ¹⁹ who are currently enrolled in a post-CCR pathway that can culminate in attainment of an industry-recognized credential, if completed	SY24-25: Numerator - All 12th grade students who are currently enrolled in a post-CCR pathway in which an IRC is available; Denominator - All 12th grade students. <i>MSDE collects.</i>
Number of high school apprenticeship-age ²⁰ students who are currently participating in a Registered Apprenticeship (16 and 17 year olds currently registered)	<i>MD Labor collects.</i>
Number of NEW high school apprenticeship-aged registrations– apprentices registered who were 16 or 17 years old as of the date of their registration (NEW 16 and 17 year olds registered)	<i>MD Labor collects.</i>
Number / Percent of high school-age ²⁰ students who likely completed the high school level of a Registered Apprenticeship ²¹ by graduation in the most recent school year (# of 17 year olds registered in the prior calendar year)	SY23-24: Numerator - 17-year-olds who started a Registered Apprenticeship in CY23 Denominator - All high school graduates. SY25-26: Numerator - 17-year-olds who started a Registered Apprenticeship in CY24 Denominator - All high school graduates. The use of the number of 17-year-olds who started an RA in CY23 (for SY23-24) and CY24 (for SY24-25) as the numerator is based on the assumption that most 17-year-olds registering to begin an apprenticeship in CY23 (for SY23-24) and CY24 (for SY24-25) 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 SY23-24 and SY24-25 graduation. <i>MD Labor collects numerator; MSDE collects denominator.</i>

¹⁹In future years, this will become the number of College and Career Ready (CCR) high school students, in keeping with the Blueprint, once MSDE has established the data filter mechanism.

²⁰In SY2026-2027, this will become “Percent of CCR high school students” rather than high-school age; the current metric is the best proxy for understanding the number of high school students currently in a Registered Apprenticeship.

²¹The 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.