



Maryland Workforce Pell Program Determination Policy

Governor's Workforce Development Board
Policy Issuance 2026-01
July 10, 2026

Policy Issuance 2026-01

TO: Institutions of Higher Education, WIOA Eligible Training Providers, Local Workforce Development Boards, Registered Apprenticeship Sponsors, Maryland Apprenticeship & Training Council, Maryland Higher Education Commission, Maryland Department of Labor, and other interested parties

FROM: Governor's Workforce Development Board (GWDB)

DATE: July 10, 2026

SUBJECT: Maryland Workforce Pell Program Determination Policy

PURPOSE: This policy outlines Maryland's standards and implementation framework for "Workforce Pell" - a provision enacted within U.S. Congress H.R. 1 (2025), to expand Pell Grant eligibility to students enrolled in short-term, career-focused training programs that meet rigorous performance requirements and lead to recognized postsecondary credentials. The policy outlines key definitions and standards that are within the Governor's authority to establish for Maryland and provides an overview of the program eligibility determination process.

ACTION: The GWDB shall have the authority to determine whether a participating institution's program meets the requirements of this policy and is eligible for State approval and to seek approval by the U.S. Department of Education (ED). Approval by ED authorizes approved programs at eligible institutions to award Workforce Pell grants to qualifying students in accordance with federal statute and regulations.

EFFECTIVE: July 10, 2026, and effective indefinitely, until rescinded or amended and reissued

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Executive Summary

Overview and Purpose

Maryland's Workforce Pell Program Determination Policy establishes the State's process to review and approve programs for federal Workforce Pell Grants beginning July 10, 2026. Workforce Pell creates a new opportunity to provide Pell-eligible learners with industry-aligned training that leads to a good job in an in-demand occupation – including occupations in Maryland's core economic sectors such as healthcare, cybersecurity, and infrastructure, as well as in its “lighthouse industries” for economic growth such as life sciences, information technology, and aerospace.¹

Program Eligibility Criteria

Participation by eligible institutions is voluntary. Federal statute and regulation require that, to be eligible for Workforce Pell Grant use, a program must be offered at a Higher Education Act Title IV eligible postsecondary institution.^{2, 3} Under Federal law and this Maryland policy, to be considered eligible, a program must:

1. Have a minimum of 8 weeks, but less than 15 weeks of instruction;
2. Have a duration of at least 150 clock hours but less than 600 clock hours; at least 4 but less than 16 semester or trimester hours; or at least 6 but less than 24 quarter hours;
3. Lead to a recognized postsecondary credential that is stackable and portable, or prepares students for employment for which there is only one recognized postsecondary credential;
4. Train students for a high-wage, high-skill, or in-demand occupation as defined by the State, and, where the occupation does not meet the State's high-wage definition, the program demonstrates credential stackability into a high-wage occupational pathway;
5. Demonstrate alignment to the hiring needs of employers;
6. Demonstrate a program completion rate of 70%;
7. Demonstrate a six-month job placement rate of 70%, via verifiable wage record data;
8. Provides students' academic credit for at least one certificate or degree program at one or more eligible institutions;
9. Have total tuition and fees that are less than the value-added earnings (VAE) of program completers three years prior (beginning award year 2029-2030); and
10. Have met these requirements for at least one year.

Programs must be approved by the Governor's Workforce Development Board (GWDB) on behalf of the Governor through a process described in this policy, then submitted by the institution for approval by ED.

¹ Office of the Governor of Maryland. (2024). EO 01.01.2024.39: Strengthening Maryland's Business Climate to Bolster Economic Competitiveness.

² Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

³ The Federal School Code List contains the unique identifiers assigned by the U.S. Department of Education to schools participating in the Title IV federal student aid programs, available at [2026–27 Federal School Code List of Participating Schools \(February 2026with \)](#)

Application and Eligibility Determination

Maryland will attach the Workforce Pell Grant application to its WIOA Eligible Training Provider List (ETPL) application platform and will require Workforce Pell programs to be placed on the ETPL (if not already on the ETPL) via a single streamlined application process, pursuant to relevant policies.⁴ If already approved on the ETPL, a program can modify its application using the new Workforce Pell application option. This approach supports reporting of required program outcome metrics for all institution types (including job placement across state lines) via verified wage data, is scalable as additional programs become eligible, and fosters integration of high-quality training programs into the public workforce system and braiding of resources to support learners with barriers to employment.

Applications will be accepted on a rolling basis. Quarterly State eligibility determinations will be issued in August, November, February, and May of each year.

Governance

The GWDB sets State program eligibility standards, coordinates the cross-agency review process, and issues state program eligibility determinations on behalf of the Governor; the Maryland Higher Education Commission (MHEC) administers state financial aid, approves postsecondary institutions to operate in Maryland, and approves academic programs as required by state law; the Maryland Department of Labor (MD Labor) provides labor market data and analysis to maintain the list of qualifying occupations, and collaborates with GWDB staff, if needed, on provision of wage data for initial or continuing eligibility determinations through the ETPL. The Maryland Longitudinal Data System Center (MLDSC) may provide additional data for program eligibility determinations or appeals, if/as needed.

Registered Apprenticeships

Programs that serve as a component of a Registered Apprenticeship recognized by the U.S. Department of Labor or MD Labor are considered eligible against criteria 4 and 5 above under federal regulation and Maryland state law. Such programs must still demonstrate eligibility against all other Workforce Pell program criteria in the list above.

Programs seeking eligibility as part of a Registered Apprenticeship must include both related instruction and on-the-job training conducted under the general supervision of the appropriate faculty as components of the curriculum; however, only the related instruction portion shall be counted toward the program duration requirements in criteria 1–2 above.^{5,6}

⁴ The Maryland Department of Labor Division of Workforce Development and Adult Learning may, if and as required to implement this policy, update its ETPL policy under applicable authorities granted to the Division in PI 2025-05 - Process for Policy Development, available at <https://labor.maryland.gov/employment/mpi/mpi5-25.pdf>

⁵ Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

⁶ Md. Code Ann., Educ. § 11–212

Purpose & Authority

H.R. 1 (2025) expands Pell Grant eligibility to students participating in short-term, career-oriented training programs that satisfy specified quality requirements and culminate in industry-recognized credentials. This expansion is now commonly referred to as “Workforce Pell.” Workforce Pell is available to any Pell Grant-eligible student enrolled in a qualifying program approved by both the State and by ED.⁷

Federal law gives Governors considerable authority to define key eligibility standards and processes to ensure that Workforce Pell-eligible programs work for their residents and drive economic growth, in consultation with their State Workforce Development Boards. In Maryland, the GWDB leads Workforce Pell policy development and implementation on behalf of the Governor, to drive resources to the highest-performing programs that address critical workforce needs, deliver strong outcomes for participants, and better align postsecondary training to high-skill, high-wage, and in-demand jobs. The Workforce Pell Review Committee - comprised of staff representatives of the GWDB, MHEC, MD Labor and the Maryland Department of Commerce as relevant - has the authority to recommend programs to the Governor's designee.

ED released final regulations in May 2026. Maryland adopts ED's Workforce Pell regulations by reference, and this policy is designed in compliance with these regulations as drafted.⁸

Applicable federal authorities include:

- U.S. Congress. (2025) H.R. 1 - *An act to provide for reconciliation pursuant to title II of H. Con. Res. 14* (Public Law No. 11921, Subtitle B, Section 83002)
- Higher Education Act of 1965, Title IV, 20 U.S.C. §§ 1070-1099d
- 34 C.F.R. pts. 600, 668, 690

Md. Code Ann., Educ. § 11–212, reiterates several authorities of Maryland agencies, including the GWDB's and MHEC's, in Workforce Pell Grant Implementation. Maryland shall recognize faculty-supervised on-the-job learning within a Registered Apprenticeship program as an eligible instructional component when combined with related technical instruction for purposes of Workforce Pell program approval, consistent with Federal Title IV requirements.⁹

GWDB will periodically review and evaluate this policy to assess its effectiveness, usability, applicability, and opportunities for process improvement. The GWDB retains authority to modify the following policy to comply with federal regulations or to address learnings from early Workforce Pell implementation and will notify stakeholders of such changes.

⁷ A “Pell Grant–eligible student” is defined under Title IV of the Higher Education Act and must meet student eligibility requirements at 34 CFR § 668.32 and Federal Pell Grant program requirements under 34 CFR Part 690, including enrollment or acceptance for enrollment in an eligible undergraduate program at a Title IV-participating institution. See 34 CFR § 668.32; 34 CFR Part 690; U.S. Department of Education, Federal Student Aid Handbook, Vol. 7, Ch. 1 (Student Eligibility for Pell Grants).

⁸ Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

⁹ Md. Code Ann., Educ. § 11–212

Program Eligibility

This section outlines the key standards and definitions that will guide the certification of program eligibility under Workforce Pell.

I. FEDERALLY-DETERMINED PROGRAM ELIGIBILITY REQUIREMENTS

To be eligible for Workforce Pell, a program must be offered by an accredited public, nonprofit, or for-profit entity eligible to participate in student aid programs under Title IV of the Higher Education Act and meet all Workforce Pell eligibility criteria in federal law for at least 12 months before applying for approval. The eligible institution may agree with an ineligible institution to provide part of the educational program. The ineligible institution shall provide 25 percent or less of the program. For the related instructional component of a Registered Apprenticeship program, the ineligible shall provide more than 25 percent and less than 50 percent.¹⁰ Under federal law, an eligible program must:

- Have a minimum of 8 weeks, but less than 15 weeks of instruction;
- Have a duration of at least 150 clock hours but less than 600 clock hours; at least 4 but less than 16 semester or trimester hours; or at least 6 but less than 24 quarter hours;
- Not be offered using correspondence courses as defined by federal regulations, coursework that takes place as part of a study abroad program; or credit or clock hour equivalencies that are part of a direct assessment program;
- Lead to a recognized postsecondary credential that is stackable and portable (or prepares students for employment for which there is only one recognized postsecondary credential), and ensures that a student receives academic credit for at least one certificate or degree program at one or more eligible institutions;
- Be approved by the Governor or their designee through a process as described in the federal regulations for Workforce Pell;
- Demonstrate a completion rate of 70% within 150% of normal time and a job placement rate of 70% at 180 days after program completion;
- Have total tuition and fees that are less than Value-Added Earnings (VAE) of program completers three years prior (beginning award year July 1, 2029 - June 30, 2030);
- Be offered by an institution that is eligible for Title IV aid and, during the five years preceding the date of the determination, has not been subject to any suspension, emergency action, or termination of programs.¹¹

Furthermore, the program must be approved by the Governor or their designee (GWDB Board Chair) through a publicly available process outlined in the state's policy. This process must address how the state evaluates whether the program:

¹⁰ Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

¹¹ The Federal School Code List contains the unique identifiers assigned by the U.S. Department of Education to schools participating in the Title IV federal student aid programs. [2026–27 Federal School Code List of Participating Schools \(February 2026\)](#)

- Provides an education aligned with high-skill, high-wage, or in-demand sectors or occupations as defined by the State;
- Meets employer hiring requirements in those sectors or occupations;
- Leads to a stackable and portable credential, or where only one recognized credential exists, prepares students for employment in that occupation, and provides that credential upon program completion;
- Ensures students receive academic credit that will be accepted toward at least one certificate or degree program at one or more eligible institutions.

The process must include:

- The state's methodology for determining and periodically updating which occupations or sectors are high-skill, high-wage, or in-demand, and where this information will be publicly posted.
- A written policy for assessing whether programs meet employer hiring requirements in the relevant sectors or occupations.
- A written policy for determining whether a credential is stackable and portable, including documented connections for additional credentials, available data on credential progression, real-time labor market information, and a process for employer validation.
- A written policy establishing how institutions must demonstrate that an eligible program ensures the award of academic credit that will be accepted toward a certificate or degree program at one or more eligible institutions.¹²

FEDERAL REQUIREMENTS FOR PROGRAM PERFORMANCE

In addition to setting and assessing whether programs meet definitions, Governors or their designee are required to ensure that programs submitted to ED for approval for Workforce Pell meet the performance requirements in the law.

A. COMPLETION RATE

Programs must meet a **completion rate of at least 70 percent**.

- For the 2026-27, 2027-28, and 2028-29 award years only, the completion rate will be calculated as the percentage of students completing the program within 150 percent of the normal time to completion.¹³
- Starting in the 2029-2030 award year, the completion rate will be calculated as the percentage of students who complete within 150 percent of the normal time to complete, based on a calculation made by the institution and audited by federal authorities under federal regulations.¹⁴

¹² An institution may establish policies for awarding academic credit for programs offered by the same institution.

¹³ 34 CFR § 690.94 (2) (i) (A); Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

¹⁴ 34 CFR § 690.94 (2) (ii) (A) and [34 CFR § 668.8\(f\)](https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant); Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

B. JOB PLACEMENT RATE

The Governor or their designee is required to certify, based on an analysis of administrative data, including wage records, that programs meet a **job placement rate of at least 70 percent**.

- For the 2026-27, 2027-28, and 2028-29 award years only, the job placement rate is calculated as the percentage of students who are employed in any occupation during the second quarter after exiting the program.
- Starting in the 2029-2030 award year, job placement is calculated as the percentage of students who are employed in the occupation(s) for which the program prepares the students (as determined by the Governor or their designee in certifying Workforce Pell eligibility) or a comparable high-skill, high-wage, or in-demand occupation during the second quarter after completing the program.¹⁵
 - For purposes of Workforce Pell accountability metrics, the initial eligibility calculation may include all program exiters, regardless of completion status; however, once a program has sufficient completer outcomes data available, ongoing performance calculations shall be based on program completers only.

C. VALUE-ADDED EARNINGS

Programs are required to meet a median value-added earnings (VAE) measure established under federal regulations and calculated by ED, starting in the 2030-31 award year. A program's published tuition and fees cannot exceed the difference between graduates' median earnings (adjusted for regional cost of living) and 150% of the federal poverty line, measured three years after completion.

In the interim until ED makes this calculation, states may opt to conduct this assessment to the best of their ability until data are available for the federal calculation. The GWDB may leverage existing program cost and wage data to informally pre-screen programs against this test during initial eligibility review, to the extent available data makes this feasible.

II. STATE-DETERMINED PROGRAM ELIGIBILITY REQUIREMENTS

A. Workforce Pell Eligible Occupations

To be eligible for Workforce Pell, programs must provide an education aligned with the requirements of high-skill, high-wage, or in-demand industry sectors or occupations. Under federal statute, programs only need to meet one of these standards to be eligible. In Maryland, if a program does not meet the definition of a high-wage program under this

¹⁵ Completion rate calculation requirements for eligible programs are set forth at 34 CFR § 668.8(f), which defines the methodology institutions must use to determine program completion rates, including the treatment of enrolled students, withdrawals, and program completers for each award year. See 34 CFR § 668.8(f), *Eligible Program*, Electronic Code of Federal Regulations (eCFR), U.S. Department of Education, <https://www.ecfr.gov/current/title-34/subtitle-B/chapter-VI/part-668/subpart-A/section-668.8>

policy, it must show that the credentials it awards can stack into at least one high-wage occupational pathway (See pages 12-13 for required and allowable evidence required to demonstrate this pathway).

Pursuant to federal regulation and state law, Registered Apprenticeship programs are presumed to meet one or more of these three definitions and thus are automatically presumed to fill the requirement of training for a high-skill, high-wage, or in-demand occupation.¹⁶

1. **HIGH-SKILL**

- a. In Maryland, a **high-skill** occupation is assigned an O*NET Job Zone of 3 or higher – meaning that medium, considerable, or extensive preparation is required, typically including a postsecondary credential or degree. Such preparation may include, for example, completion of a Registered Apprenticeship program; completion of an industry-recognized credential; an associate's degree, bachelor's degree, or higher.¹⁷ **OR**

2. **HIGH-WAGE**

- a. In Maryland, a **high-wage** occupation is one that satisfies one or more of the following:
 - i. Pays a median wage that is higher than the State median wage in the most recently available Occupational Employment and Wage Statistics (OEWS).¹⁸
 - ii. Local area variation consideration (see below). **OR**

3. **IN-DEMAND**

- a. In Maryland, an **in-demand occupation** means an occupation that satisfies one or more of the following:
 - i. State Threshold Test: An occupation is considered to pass this test if it meets both of the following criteria:
 - 1. Projected total number of annual openings is in the top 30 percent of annual openings projections statewide; **and**
 - 2. Projected growth rate in annual openings is equal to or greater than the statewide average annual openings growth rate projection.
 - ii. Local area variation consideration (see below)
 - iii. Governor's Strategic Designation: Is designated by the Governor's Workforce Development Board on behalf of the Governor, as strategically critical to the State's economy based on data and information such as (but not limited to) labor market information and

¹⁶ See Appendix D (page 24) for a High-Wage, High-Skill, or In-Demand Occupations List.

¹⁷ "O*NET Job Zones" refers to the categorical framework established by the [O*NET Resource Center](#), which organizes various occupations into five distinct zones based on the requisite levels of education, professional experience, and vocational training.

¹⁸ Maryland Department of Labor. "Maryland Occupational Employment and Wage Statistics." Last modified June 2026. <https://labor.maryland.gov/lmi/wages/>

economic growth projections, with public documentation of the rationale.

Local Area Variation Consideration

If an institution seeks approval for a program that prepares learners for an occupation that does not meet the State's high-wage definition, but that the institution has determined to be in demand within its service area, the institution may submit the program for consideration. The application must include a letter of support from the Chair of the Local Workforce Development Board (LWDB) serving the area in which the institution is located. The letter must verify that the occupation meets the applicable median wage criteria within the LWDA based on data from MD Labor.

If an institution seeks approval for a program that prepares learners for an occupation that does not meet the State In-Demand Threshold Test, but that the institution has determined to be in demand within its service area, the institution may submit the program for consideration. The application must include a letter from the Chair of the LWDB serving the area in which the institution is located. The letter must verify local workforce demand for the occupation and include supporting data with cited sources. If such data is already cited for the occupation in the Local Area's most recent WIOA Plan, that Plan can serve as the cited data source.

Upon issuance of this policy, the GWDB will maintain a publicly available list of occupations meeting one or more of the definitions above, in coordination with and leveraging the analysis of the MD Labor's LMI Unit. This list will be updated on at least a biennial basis in conjunction with updates to the State's WIOA plan, and may be updated more frequently.

B. Aligns to Employer Hiring Needs

In addition to at least one of the criteria in Section A, to be eligible for Workforce Pell, a program must be **aligned to employer hiring needs**. In Maryland, a program will be considered to meet this requirement if the institution provides evidence that the program's credentials and competencies are valued in hiring for the target occupation(s), through one of the following pathways:

1. **Registered Apprenticeship:** The eligible program serves as a component of related technical instruction for a Registered Apprenticeship program in a qualifying occupation and has active apprentices enrolled; **or**
2. **Employer Validation of Alignment:** The program:
 - a. Awards an industry-recognized credential or recognized postsecondary credential (as defined in this policy); **and either**
 - b. Demonstrates documented employer validation in the form of:
 - i. A letter of endorsement from a state or regional sector partnership, or from one or more LWDBs, that confirms recent hiring and/or future

intent to hire within the relevant occupation and confirms that the skills and competencies trained by the program align with industry needs;

or

- ii. Letters of support from three or more employers that conduct business in Maryland, confirm recent hiring and/or future intent to hire within the relevant occupation, and state that the skills and competencies trained by the program align with industry needs.

C. Leads to a Recognized Postsecondary Credential that is Stackable and Portable

1. CREDENTIAL

To be eligible for Workforce Pell, a program must result in a **recognized postsecondary credential**, defined in 34 CFR Part 600 as: An industry-recognized certificate or certification, a certificate of completion of a Registered Apprenticeship under 29 CFR Part 29, a license recognized by the State involved or federal government, or an associate or baccalaureate degree. In Maryland, eligible credentials also include approved credentials under Maryland's industry-recognized credential policy.¹⁹

2. CREDENTIAL STACKABILITY

Additionally, an eligible program must result in a credential that is **stackable, unless it prepares students for employment in an occupation for which there is only one recognized postsecondary credential**.

- a. For Maryland, a credential is stackable if it can:
 - i. Be transferred seamlessly to postsecondary work through acceptance for credit or hours in core program courses at an eligible institution of higher education; **or**
 - ii. Be counted toward hours in an approved Registered Apprenticeship program; **or**
 - iii. Be part of a prescribed, coherent sequence of industry-recognized credentials that show progressive skill development and qualify credential earners for professional advancement within their industry;
 - iv. If the program is a component of a Registered Apprenticeship; **or,**
 - v. **If none of the above are true, and upon appeal under Appendix B of this policy by the applying institution,**
 1. Has been obtained by a significant number of workers who have subsequently obtained further related credentials and sustained earnings increases.
- b. For programs aligned to occupations that do not meet the State's definition of high-wage, institutions must provide evidence that the credential is stackable within a pathway leading to employment in a high-wage occupation as defined in this policy. Evidence may include, but is not limited to:
 - i. Articulation agreements or degree pathways demonstrating articulation of courses and program completion into higher certificate

¹⁹ Maryland Governor's Workforce Development Board CTE Committee, Policy Issuance 2024-01 (2024) available at: <https://gwdb.maryland.gov/ctecomm/ctecomm-ircpolicy52224.pdf>; associated approved list of industry-recognized credentials available at: <https://marylandpublicschools.org/about/pages/approved-credentials.aspx>

- or degree programs that prepare graduates for high-wage occupations;
- ii. Longitudinal data demonstrating wage progression for program completers; **or**
- iii. Inclusion of the program as part of a Registered Apprenticeship with appropriate wage progression.

To demonstrate that a credential prepares students for employment in an occupation for which there is only one recognized postsecondary credential, a school may provide evidence such as:

- Documentation from licensing bodies, regulators, or industry associations showing that the occupation requires or recognizes only one postsecondary credential.
- Labor market or occupational analyses showing no established sequence of progressively higher credentials.
- Supporting materials from employers or credentialing organizations confirming that the credential is the sole recognized entry credential for the occupation.

The Review Committee will evaluate evidence as part of the program eligibility determination process described in Appendix A.

3. CREDENTIAL PORTABILITY

- a. A credential must also be **portable**. In Maryland, a credential is portable if:
 - i. The credential can support employment at more than one employer, in more than one county of the state, and, where applicable, outside the state; **and** [once measurable]
 - ii. [Beginning in 2029-2030 award year, as required under federal regulation] Individuals with the credential are employed in a related field (as defined in Appendix E) for the credential; **or**
 - iii. The eligible program is a component of a Registered Apprenticeship, as the culminating certificate of completion at the end of the apprenticeship is a nationally-recognized credential.

D. Articulation to Credit

To be eligible for Workforce Pell, the federal statute requires that a program must lead to credit toward a higher certificate or degree program. A program leads to a certificate or degree program if it:

1. Provides evidence of either (a) course transferability or (b) awarding of academic credit for prior learning into an existing academic program; and
2. Aligns to a related field of study, as determined by either (a) a shared CIP family at the 2-digit level or (b) documented alignment of occupational competencies, skills, or career outcomes using O*NET.²⁰

Institutions must provide documentation in their application that a program leads to such

²⁰ CIP family (2-digit level)" refers to the broad field-of-study groupings defined by the National Center for Education Statistics within the [Classification of Instructional Programs](#) taxonomy, which organizes academic programs into general categories based on subject matter

credit, such as established articulation agreements, transfer-of-credit agreements, degree pathways, consortium or partnership agreements. Any such documentation must delineate which institution(s) accept(s) credit for the program applying; how many credits each program completion will translate into; and provide documentation that it is translating into credit for programs in the same 2-digit CIP family or documented alignment of occupational competencies, skills, or career outcomes using O*NET. The eligible institution can be the same institution that is offering the non-credit program.

Registered Apprenticeships

Under federal regulation and Maryland law, programs that serve as a component of a Registered Apprenticeship recognized by the U.S. Department of Labor or MD Labor are considered eligible against high skill, high-wage, and in-demand, meeting employer needs, under federal regulation. A program serving as the related technical instruction component of a Registered Apprenticeship may be presumed to satisfy the state's labor market alignment and employer hiring needs requirements, but must still independently demonstrate compliance with completion, job placement, value-added earnings, credential, stackability, portability, and credit articulation requirements.

Programs seeking eligibility as part of a Registered Apprenticeship must include both related instruction and on-the-job training conducted under the general supervision of the appropriate faculty as components of the curriculum; however, only the related instruction portion shall be counted toward the program duration requirements of 8-14 weeks and 150-599 clock hours.²¹

Registered apprenticeship programs may participate in Workforce Pell regardless of whether the employer pays tuition or training costs, provided that eligible students meet Federal financial need requirements based on relevant prior tax year data and the program satisfies Workforce Pell approval criteria.

Maryland may provide future guidance to support the alignment of Registered Apprenticeship and pre-apprenticeship programs with Workforce Pell-eligible pathways, including credit articulation, competency recognition, and transition agreements between secondary education, workforce development entities, community colleges, and Registered Apprenticeship sponsors.

Program Eligibility Determination Process Overview & Timeline

I. ELIGIBILITY DETERMINATION PROCESS OVERVIEW

The GWDB coordinates the eligibility determination review and recommendation processes for Workforce Pell program eligibility, ensuring compliance with federal regulations and state policy. Institutions seeking program designation should use the Maryland Workforce

²¹ A Registered Apprenticeship program's related instruction could qualify as an eligible workforce program. The related instruction component of a Registered Apprenticeship program could be delivered through several eligible workforce programs if each eligible workforce program is at least 150 clock hours or its equivalent in credit hours. For example, if a 4-year Registered Apprenticeship program has 600 clock-hours of related instruction, with 150 clock-hours each year, this could be delivered across four separate eligible workforce programs. Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

Exchange (MWE)'s Workforce Pell platform to apply; this application will be separate from any other application.

Final certification authority is vested in the GWDB Chair on behalf of the Governor. The Chair will issue approvals based on consensus recommendation from a dedicated Workforce Pell Review Committee coordinated by the GWDB, as detailed further in Appendix A.

II. ELIGIBILITY DETERMINATION TIMELINE AND CADENCE

GWDB accepts applications on a rolling basis and will review applications quarterly. The process is structured as follows (See Appendix A for additional details):

- **Application Submission:** Application at [MWEJobs](#).
- **Quarterly State Program Eligibility Determinations:**
 - GWDB staff complete technical review of the Workforce Pell application
 - Review Committee Evaluation and Recommendations to GWDB Chair
 - GWDB staff provide a review and recommendation packet to cross-agency review committee members (described below)
 - Review committee delivers consensus recommendations to GWDB
 - Workforce Pell program eligibility determinations issued by GWDB Chair on behalf of the Governor
 - GWDB issues decisions directly to institutions, in compliance with federal regulation
- **Federal Program Eligibility Determinations:**
 - Institutions submit required documentation to the U.S. Department of Education (ED) in accordance with federal regulations.²²
 - ED will issue program eligibility determinations to the institution.
- **Institutional Reporting to the State:** Institutions must notify the GWDB and MHEC when eligibility determinations are issued by ED via workforce.pell@maryland.gov.
- **Public Posting of Approved Programs:** GWDB will indicate approved programs on the ETPL and share final approvals with MHEC. Approved programs will also be listed publicly on MHEC's website within 30 days of receipt of ED eligibility determinations.
- **Continuing Eligibility Determinations:** Under federal regulations, the state must review programs for continuing eligibility once per year. The first continuing eligibility determinations will be issued by the Governor's designee as early as August 2027, for programs approved one year prior. Continuing eligibility determinations will be incorporated into quarterly review of the Workforce Pell Review Committee, and is expected to leverage available program data without requiring new institutional applications for unchanged programs.

Agency Roles and Responsibilities

The implementation of Workforce Pell in Maryland is supported through a coordinated, cross-agency approach that integrates workforce, higher education, and economic development perspectives to ensure high-quality program determinations. The GWDB establishes state-determined eligibility standards and procedures for program eligibility determination; coordinates program eligibility review; issues determinations; and maintains the statewide high-wage, high-skill, or in-demand jobs list. The GWDB conducts this work in

²² Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

partnership with MHEC, MLDSC, and MD Labor to support initial and continuing program eligibility determinations and provide administrative data to verify program performance against federally-established performance standards.

The roles of key entities are outlined below.

Governor's Workforce Development Board (GWDB)

- Serve as the primary point of contact for institutions and coordinate all technical assistance needs, including engaging MHEC, MD Labor, or other partners as appropriate.
- Provide statewide leadership on Workforce Pell policy and priorities; establish key definitions and standards.
- Manage the application process through the Maryland Workforce Exchange (MWE) platform and develop guidance materials, FAQs, and applicant resources.
- Coordinate the Workforce Pell Review Committee; issue state program eligibility determinations to institutions on behalf of the Governor.
- Maintain records and coordinate public posting of approved programs.

Maryland Department of Labor (MD Labor)

- Participate on the Workforce Pell Review Committee as needed, including coordination with its Office of Apprenticeship when Registered Apprenticeship programs are under review.
- Provide labor market data and analysis to the GWDB for updates to the high-wage, high-skill, and in-demand jobs list.
- House the Workforce Pell application platform on the Maryland Workforce Exchange.
- Support GWDB staff access to appropriate wage data, if/as needed, to verify job placement outcomes for continuing program eligibility determinations, subject to appropriate data-sharing agreements if/as needed.
- Administer ETPL program approvals.

Maryland Higher Education Commission (MHEC)

- Support alignment with postsecondary education requirements, including accreditation, credit articulation, and credential quality considerations.
- Provide technical assistance on financial aid, credit articulation, and institutional compliance; participate in application reviews.
- Coordinate public posting of approved programs following federal eligibility determinations.

Maryland Longitudinal Data System Center (MLDSC)

- Partner on outcomes measurement and reporting to State agencies, the Maryland General Assembly, the U.S. Department of Education, and the public.

Institutions

- Submit complete applications through the MWE platform and respond to requests for additional information.
- Submit required documentation to the U.S. Department of Education (ED).
- Notify the GWDB and provide documentation upon receipt of an ED eligibility determination.

State partners will collaborate through the Workforce Pell Review Committee to assess program applications, including labor market alignment, employer engagement, and expected outcomes. Technical assistance will be provided through written guidance, webinars, FAQs, and direct support from State agency staff. See Appendix A for additional detail on the application and eligibility determination process.

Appendix A | Application Requirements & Eligibility Determination Procedure Detail

1. Application

Institutions must submit information to GWDB through a unified ETPL and Workforce Pell application platform on the Maryland Workforce Exchange (MWE). The application can be found at [MWEJobs](#), and check "Yes" on prompt applying for Workforce Pell.

Institutions are invited to submit programs for consideration on a rolling basis, and programs will be reviewed for Workforce Pell eligibility quarterly. GWDB staff coordinate the Workforce Pell program review on a quarterly basis, and MD Labor approves programs for the Eligible Training Provider List (ETPL). Placement onto the ETPL is a required component of this process to allow the GWDB to validate federally-required performance requirements for Workforce Pell programs, particularly the 70% job placement rate requirement, by providing the ability to leverage cross-state wage data to verify out-of-state employment as well as within-state employment.

2. Required Application Components

The following information is required on the application platform for the unified Workforce Pell and ETPL application. All fields are already included as standard components of the ETPL application, with the exception of multiple credentials awarded by the program. Programs already listed on the ETPL can return to their application, select "yes" to the prompt on applying to Workforce Pell, and then complete remaining required information.

Provider Information

Providers will be prompted by the application platform to create a provider user account on MWE, including provision of the following information:

- Provider name, address, type of entity, and accreditations
 - For Workforce Pell eligibility, the provider must be accredited as a Title IV institution under the federal Higher Education Act
- Providers must select "yes" to the prompt asking if they wish to apply to Workforce Pell in addition to ETPL

Program Information

- Program name, CIP code, and description
- Program length and total instructional hours
 - For Workforce Pell eligibility, programs, as defined in this policy, must be between 150-599 clock hours and 8-14 weeks of instruction
- Related Occupations

Credential and Credit Articulation Information

- Credential(s) offered upon completion
- Stackability, portability, and articulation to credit information

Cost and Access

- Tuition and fees
- Availability of financial assistance or supportive services

Performance

- Program completion rate (all participants)
 - For Workforce Pell eligibility, programs must report a minimum 70% completion rate
- Employment rate second quarter after exit (all participants)
 - For Workforce Pell eligibility, programs must report a minimum 70% employment rate second quarter after exit

Please note that for programs over one year old, application administrators may contact applicants during the screening process to request related student data, including student social security number or identification number and training completion/withdrawal dates.

Compliance and Assurances

- Nondiscrimination and accessibility assurances

Program Quality and Design

- Employer validation of curriculum alignment to industry standards, as described in section II of this policy (employer validation must be emailed to workforce.pell@maryland.gov).

3. Application Review and State Eligibility Determination

A. Technical Review

MD Labor staff verify ETPL program eligibility and approval, pursuant to relevant policies. GWDB staff verify Workforce Pell program eligibility. For programs that meet the baseline requirements, GWDB staff also review Workforce Pell-specific components to:

- Confirm submission of all required information
- Conduct preliminary validation of labor market alignment and outcomes data

GWDB staff may return incomplete applications to institutions for revision prior to advancement.

B. Workforce Pell Review Committee

Applications that meet the Workforce Pell requirements will be advanced by GWDB staff to a special Workforce Pell review committee convened quarterly. This committee may be comprised of staff representatives of:

- The Governor's Workforce Development Board
- The Maryland Higher Education Commission
- The Maryland Department of Labor
- The Maryland Department of Commerce

GWDB staff will convene the committee once per quarter and will provide application technical review summaries and determination recommendations, to streamline the committee's review. GWDB staff may leverage data inputs, pursuant to appropriate data-sharing agreements if/as needed, including:

- MD Labor Labor Market Information (LMI) Unit: Occupational data

- MD Labor Office of Workforce Development: ETPL program-level performance data if/as needed
- Maryland Longitudinal Data System Center (MLDSC): Program-level aggregate data and reports if/as needed for review of eligible programs whose data is collected and assessed by MLDSC and MHEC

GWDB staff will document WPRC eligibility determination recommendations and provide a written recommendation to GWDB staff via a provided template. GWDB staff will furnish these recommendations to the GWDB Chair for final state approval on behalf of the Governor.

4. State Certification of Eligible Programs

Based on its review, the Committee will make a formal recommendation to the Chair of the Governor's Workforce Development Board, as the Governor's designee, to:

- Approve the program for Workforce Pell eligibility;
- Deny the application with a denial explanation; **or**
- Request revisions and resubmission of the application.

Programs may be denied under 34 CFR § 690 or by the Governor, via their designee and in consultation with the Workforce Pell Review Committee, under this policy.

The GWDB Chair will serve as the Governor's designee and will issue the final determination in writing. Programs certified by the Chair will be notified by GWDB, and their applications will be sent to ED for final review and determination of Workforce Pell eligibility.²³

5. Public Posting

All programs approved by Maryland under this policy, and by ED, for Workforce Pell grants will be denoted with this approval where the program appears listed on Maryland's ETPL. (GWDB staff will coordinate with MD Labor staff to verify state and federal Workforce Pell approval to programs on their ETPL listing, once approved).

Additionally, MHEC will publish on its website a list of all current Maryland- and federally-approved Workforce Pell programs. Published information will include the program name, provider, credential type, CIP/SOC alignment, tuition and fees, and other disclosures required by state or federal law. MHEC also reserves the right to publish program data related to the required eligibility criteria.

²³ Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

Appendix B | Appeal & Eligibility Renewal

1. **APPEALS PROCESS**

Institutions may formally appeal a denial of Workforce Pell eligibility by submitting written notice of appeal. Appeals must be submitted in writing to gwdb.maryland@maryland.gov within 30 calendar days of notice of denial, detailing the grounds for appeal and providing clarifying data.

Appeals will be reviewed as part of the subsequent quarterly WPRC eligibility determination process. Institutions may continue seeking eligibility for denied programs in subsequent application review cycles, in accordance with federal regulations.

2. **ELIGIBILITY RENEWAL**

Designated programs remain subject to ongoing performance monitoring, federal Workforce Pell eligibility requirements, ETPL continued eligibility requirements, and periodic State compliance reviews.

A program may lose Workforce Pell eligibility if it fails to meet state or federal program and performance criteria as described in this policy. Programs that lose eligibility due to completion or job placement performance failures may not regain eligibility for the same or a substantially similar program for two years, consistent with federal regulations 34 C.F.R. §§ 690.96–690.97. Programs that lose eligibility due to loss of Governor approval or failure of the value-added earnings requirement may seek reinstatement in accordance with federal requirements. Providers may appeal State eligibility determinations through the established appeals process. Loss of eligibility based on performance outcomes shall not become final while an appeal or Governor review is pending.

Appendix C | Additional Definitions

ADDITIONAL FEDERALLY-DEFINED TERMS

Student Eligibility. A student is eligible to receive a Workforce Pell Grant if the student meets all applicable eligibility requirements for a Federal Pell Grant under Title IV of the Higher Education Act. The student must be enrolled in an eligible workforce program and must not be enrolled in, accepted for enrollment in, or have completed a program of study at the graduate level or obtained a graduate credential.

In-demand industry sector or occupation.

(1) An industry sector that has a substantial current or potential impact (including through jobs that lead to economic self-sufficiency and opportunities for advancement) on the State, regional, or local economy, as appropriate, and that contributes to the growth or stability of other supporting businesses, or the growth of other industry sectors; or

(2) An occupation that currently has or is projected to have a number of positions (including positions that lead to economic self-sufficiency and opportunities for advancement) in an industry sector so as to have a significant impact on the State, regional, or local economy, as appropriate.²⁴

Related instruction: For purposes of eligibility under an eligible workforce program or Registered Apprenticeship, *related instruction* means structured, formal instruction that provides the theoretical, technical, and academic knowledge required for occupational competency in the apprenticeship occupation. Related instruction is delivered through classroom-based, online, or hybrid modalities and is aligned with the competencies, standards, and curriculum frameworks of the occupation. Instruction must be coordinated with the on-the-job training component and may include technical coursework, academic instruction, safety education, and other instruction necessary to support attainment of industry-recognized competencies and credentials.

On-the-job training: On-the-job training means paid, structured work-based learning provided in a real employment setting under the supervision of a qualified mentor, supervisor, or journeyworker. The training is designed to progressively develop occupational skills through hands-on application of tasks and responsibilities aligned with the occupation's competency requirements. On-the-job training must be documented, competency-based, and integrated with related instruction to ensure apprentices achieve the skills and performance standards required for occupational proficiency.

ADDITIONAL STATE DEFINITIONS

Program means an eligible workforce program submitted by an eligible institution for Workforce Pell approval, including credit or noncredit offerings as permitted under federal rules. A program must:

²⁴Accountability in Higher Education and Access Through Demand-Driven Workforce Pell, 91 Fed. Reg. 29254, (May 19, 2026), available at <https://www.federalregister.gov/documents/2026/05/19/2026-10013/accountability-in-higher-education-and-access-through-demand-driven-workforce-pell-pell-grant>

- Lead to a credential as defined in this policy;
- Be assigned an appropriate CIP code for reporting; and
- Have clearly defined and documented mastery of skills and/or competencies.

Where an institution offers multiple pathways that lead to the same credentials, each pathway must be treated as a distinct program for Workforce Pell eligibility determination purposes. A program may consist of one or more courses that collectively fulfill the above requirements for a program and meet other Workforce Pell eligibility criteria.

Completer means a student who has satisfied all established program completion requirements, including:

- Required clock or credit hours;
- Required coursework or competencies; and
- Any required examinations or assessments,

and who has been formally awarded the identified credential.

Service area means the geographic region from which a program primarily draws students and to which it is designed to respond for workforce demand purposes. This may include:

- One or more local workforce development areas;
- The institution's officially recognized service area; or
- A statewide designation, where appropriate.

In instances of virtual or distance learning across state lines, Maryland will comply with federal rules allowing Governors or their designee to enter into bilateral agreements for cross-state approvals.

Academic Credit is defined by Maryland Higher Education Commission at COMAR 13B.02.02.03 as the certification of a student's successful completion of a unit of a course of study leading to a formal award granted by an in-state institution approved to offer a collegiate degree, such as an associate or higher degree. It does not include credit awarded for remedial education.

Related Occupational Field, beginning in the 2029-2030 award year as required under federal regulation, this term is defined for the purposes of job placement rate calculation credential portability as a SOC-CIP code match of at least the 4-digit level.²⁵ A 4-digit SOC-CIP "match" means a correspondence between occupational and instructional program codes as identified through established crosswalk methodologies linking the Standard Occupational Classification system and the Classification of Instructional Programs, including crosswalks developed or endorsed by the National Center for Education Statistics and the U.S. Bureau of Labor Statistics. *Note: This definition applies solely to the portability outcomes measurement in Section C and is distinct from the "related field of study" standard used for credit articulation purposes in Section D, which is determined by a shared CIP family at the 2-digit level or documented alignment of occupational competencies, skills, or career outcomes using O*NET.*

²⁵ National Center for Education Statistics & Bureau of Labor Statistics. 2020). *CIP SOC crosswalk* [Data file]. U.S. Department of Education & U.S. Department of Labor. [CIP Code](#)

Appendix D | High-Skill, High-Wage, or In-Demand Occupations List

The following lists high-skill, high-wage, or in-demand occupations in Maryland as of the publication date of this policy, and as defined according to state (not local) thresholds established in this policy. This data has been provided by the Labor Market Information Unit in the Maryland Department of Labor.

Please note the following is not a list of programs, but rather, a list of occupations for which programs may train and award recognized postsecondary credentials in order to be considered for Workforce Pell eligibility.

SOC Code	Occupational Title	High-Skill	High-Wage	In-Demand
11-1011	Chief Executives	Yes	Yes	Yes
11-1021	General and Operations Managers	Yes	Yes	Yes
11-1031	Legislators	Yes	No	No
11-2011	Advertising and Promotions Managers	Yes	Yes	No
11-2021	Marketing Managers	Yes	Yes	Yes
11-2022	Sales Managers	Yes	Yes	Yes
11-2032	Public Relations Managers	Yes	Yes	No
11-2033	Fundraising Managers	Yes	Yes	No
11-3012	Administrative Services Managers	Yes	Yes	Yes
11-3013	Facilities Managers	Yes	Yes	Yes
11-3021	Computer and Information Systems Managers	Yes	Yes	Yes
11-3031	Financial Managers	Yes	Yes	Yes
11-3051	Industrial Production Managers	Yes	No	No
11-3061	Purchasing Managers	Yes	Yes	No
11-3111	Compensation and Benefits Managers	Yes	Yes	No
11-3121	Human Resources Managers	Yes	Yes	Yes
11-3131	Training and Development Managers	Yes	No	No
11-9021	Construction Managers	Yes	Yes	Yes
11-9031	Education and Childcare Administrators, Preschool and Daycare	Yes	No	No
11-9039	Education Administrators, All Other	No	No	No
11-9041	Architectural and Engineering Managers	Yes	Yes	No
11-9072	Entertainment And Recreation Managers, Except Gambling	Yes	Yes	No
11-9111	Medical and Health Services Managers	Yes	Yes	Yes
11-9121	Natural Sciences Managers	Yes	Yes	No
11-9151	Social and Community Service Managers	Yes	Yes	Yes
11-9161	Emergency Management Directors	Yes	Yes	No
11-9171	Funeral Home Managers	Yes	Yes	No
11-9199	Managers, All Other	Yes	Yes	No
13-1011	Agents and Business Managers of Artists, Performers, and Athletes	Yes	Yes	No

SOC Code	Occupational Title	High-Skill	High-Wage	In-Demand
13-1020	Buyers and Purchasing Agents	Yes	Yes	No
13-1032	Insurance Appraisers, Auto Damage	Yes	Yes	No
13-1041	Compliance Officers	Yes	Yes	Yes
13-1051	Cost Estimators	Yes	Yes	No
13-1071	Human Resources Specialists	Yes	Yes	Yes
13-1075	Labor Relations Specialists	Yes	Yes	No
13-1081	Logisticians	Yes	Yes	Yes
13-1082	Project Management Specialists	Yes	Yes	Yes
13-1111	Management Analysts	Yes	Yes	Yes
13-1121	Meeting, Convention, and Event Planners	Yes	Yes	Yes
13-1131	Fundraisers	Yes	Yes	Yes
13-1141	Compensation, Benefits, and Job Analysis Specialists	Yes	Yes	No
13-1151	Training and Development Specialists	Yes	Yes	Yes
13-1161	Market Research Analysts and Marketing Specialists	Yes	Yes	Yes
13-1199	Business Operations Specialists, All Other	Yes	Yes	No
13-2011	Accountants and Auditors	Yes	Yes	Yes
13-2020	Property Appraisers and Assessors	Yes	Yes	No
13-2031	Budget Analysts	Yes	Yes	No
13-2041	Credit Analysts	Yes	Yes	No
13-2051	Financial and Investment Analysts	Yes	Yes	Yes
13-2052	Personal Financial Advisors	Yes	Yes	Yes
13-2053	Insurance Underwriters	Yes	Yes	No
13-2054	Financial Risk Specialists	Yes	Yes	No
13-2061	Financial Examiners	Yes	Yes	No
13-2071	Credit Counselors	Yes	Yes	No
13-2072	Loan Officers	Yes	Yes	No
13-2081	Tax Examiners and Collectors, and Revenue Agents	Yes	Yes	No
13-2099	Financial Specialists, All Other	Yes	Yes	No
15-1211	Computer Systems Analysts	Yes	Yes	Yes
15-1212	Information Security Analysts	Yes	Yes	Yes
15-1231	Computer Network Support Specialists	Yes	Yes	Yes
15-1241	Computer Network Architects	Yes	Yes	Yes
15-1242	Database Administrators	Yes	Yes	No
15-1243	Database Architects	Yes	Yes	No
15-1244	Network and Computer Systems Administrators	Yes	Yes	No
15-1251	Computer Programmers	Yes	Yes	No
15-1252	Software Developers	Yes	Yes	Yes
15-1253	Software Quality Assurance Analysts and Testers	Yes	Yes	Yes
15-1254	Web Developers	Yes	Yes	No
15-1255	Web and Digital Interface Designers	Yes	Yes	No

SOC Code	Occupational Title	High-Skill	High-Wage	In-Demand
15-1299	Computer Occupations, All Other	Yes	Yes	Yes
15-2011	Actuaries	Yes	Yes	No
15-2031	Operations Research Analysts	Yes	Yes	Yes
15-2051	Data Scientists	Yes	Yes	Yes
15-2099	Mathematical Science Occupations, All Other	No	No	No
17-1011	Architects, Except Landscape and Naval	Yes	Yes	No
17-1012	Landscape Architects	Yes	Yes	No
17-1021	Cartographers and Photogrammetrists	Yes	Yes	No
17-1022	Surveyors	Yes	Yes	No
17-2011	Aerospace Engineers	Yes	Yes	No
17-2021	Agricultural Engineers	Yes	No	No
17-2031	Bioengineers and Biomedical Engineers	Yes	Yes	No
17-2041	Chemical Engineers	Yes	Yes	No
17-2051	Civil Engineers	Yes	Yes	Yes
17-2061	Computer Hardware Engineers	Yes	Yes	No
17-2071	Electrical Engineers	Yes	Yes	Yes
17-2072	Electronics Engineers, Except Computer	Yes	Yes	No
17-2081	Environmental Engineers	Yes	Yes	No
17-2111	Health and Safety Engineers, Except Mining Safety Engineers and Inspectors	Yes	Yes	No
17-2112	Industrial Engineers	Yes	Yes	Yes
17-2121	Marine Engineers and Naval Architects	Yes	Yes	No
17-2131	Materials Engineers	Yes	Yes	No
17-2141	Mechanical Engineers	Yes	Yes	Yes
17-2151	Mining and Geological Engineers, Including Mining Safety Engineers	Yes	Yes	No
17-2161	Nuclear Engineers	Yes	Yes	No
17-2171	Petroleum Engineers	Yes	No	No
17-2199	Engineers, All Other	Yes	Yes	No
17-3011	Architectural and Civil Drafters	Yes	Yes	No
17-3012	Electrical and Electronics Drafters	Yes	Yes	No
17-3013	Mechanical Drafters	Yes	Yes	No
17-3019	Drafters, All Other	Yes	Yes	No
17-3021	Aerospace Engineering and Operations Technologists and Technicians	Yes	Yes	No
17-3022	Civil Engineering Technologists and Technicians	Yes	Yes	No
17-3023	Electrical and Electronics Engineering Technologists and Technicians	Yes	Yes	No
17-3024	Electro-Mechanical and Mechatronics Technologists and Technicians	Yes	Yes	No
17-3025	Environmental Engineering Technologists and Technicians	Yes	Yes	No
17-3026	Industrial Engineering Technologists and Technicians	Yes	Yes	No

SOC Code	Occupational Title	High-Skill	High-Wage	In-Demand
17-3027	Mechanical Engineering Technologists and Technicians	Yes	Yes	No
17-3028	Calibration Technologists and Technicians	Yes	Yes	No
17-3029	Engineering Technologists and Technicians, Except Drafters, All Other	Yes	Yes	No
19-1011	Animal Scientists	Yes	Yes	No
19-1012	Food Scientists and Technologists	Yes	Yes	No
19-1013	Soil and Plant Scientists	Yes	Yes	No
19-1022	Microbiologists	Yes	Yes	No
19-1023	Zoologists and Wildlife Biologists	Yes	Yes	No
19-1029	Biological Scientists, All Other	Yes	Yes	No
19-1031	Conservation Scientists	Yes	Yes	No
19-1032	Foresters	Yes	Yes	No
19-1099	Life Scientists, All Other	Yes	Yes	No
19-2021	Atmospheric and Space Scientists	Yes	Yes	No
19-2031	Chemists	Yes	Yes	No
19-2032	Materials Scientists	Yes	Yes	No
19-2041	Environmental Scientists and Specialists, Including Health	Yes	Yes	Yes
19-2042	Geoscientists, Except Hydrologists and Geographers	Yes	Yes	No
19-2043	Hydrologists	Yes	Yes	No
19-2099	Physical Scientists, All Other	Yes	Yes	No
19-3092	Geographers	Yes	Yes	No
19-3099	Social Scientists and Related Workers, All Other	Yes	Yes	No
19-4012	Agricultural Technicians	Yes	No	No
19-4013	Food Science Technicians	Yes	No	No
19-4021	Biological Technicians	Yes	No	Yes
19-4031	Chemical Technicians	Yes	No	No
19-4042	Environmental Science and Protection Technicians, Including Health	Yes	No	No
19-4043	Geological Technicians, Except Hydrologic Technicians	Yes	No	No
19-4044	Hydrologic Technicians	Yes	Yes	No
19-4051	Nuclear Technicians	Yes	No	No
19-4061	Social Science Research Assistants	Yes	Yes	No
19-4071	Forest and Conservation Technicians	Yes	Yes	No
19-4092	Forensic Science Technicians	Yes	Yes	No
19-4099	Life, Physical, and Social Science Technicians, All Other	Yes	Yes	Yes
19-5011	Occupational Health and Safety Specialists	Yes	Yes	Yes
21-1021	Child, Family, and School Social Workers	Yes	Yes	Yes
21-1029	Social Workers, All Other	Yes	Yes	No
21-1091	Health Education Specialists	Yes	Yes	No

SOC Code	Occupational Title	High-Skill	High-Wage	In-Demand
21-1092	Probation Officers and Correctional Treatment Specialists	Yes	Yes	No
21-1099	Community and Social Service Specialists, All Other	Yes	No	Yes
21-2011	Clergy	Yes	No	No
21-2021	Directors, Religious Activities and Education	Yes	No	No
21-2099	Religious Workers, All Other	No	No	No
23-1022	Arbitrators, Mediators, and Conciliators	Yes	No	No
23-2011	Paralegals and Legal Assistants	Yes	Yes	No
23-2099	Legal Support Workers, All Other	Yes	Yes	No
25-1194	Career/Technical Education Teachers, Postsecondary	Yes	Yes	No
25-2011	Preschool Teachers, Except Special Education	Yes	No	Yes
25-2012	Kindergarten Teachers, Except Special Education	Yes	Yes	No
25-2021	Elementary School Teachers, Except Special Education	Yes	Yes	No
25-2022	Middle School Teachers, Except Special and Career/Technical Education	Yes	Yes	No
25-2023	Career/Technical Education Teachers, Middle School	Yes	No	No
25-2031	Secondary School Teachers, Except Special and Career/Technical Education	Yes	Yes	No
25-2032	Career/Technical Education Teachers, Secondary School	Yes	Yes	No
25-2051	Special Education Teachers, Preschool	Yes	No	No
25-2052	Special Education Teachers, Kindergarten and Elementary School	Yes	Yes	No
25-2057	Special Education Teachers, Middle School	Yes	Yes	No
25-2058	Special Education Teachers, Secondary School	Yes	Yes	No
25-2059	Special Education Teachers, All Other	Yes	Yes	No
25-3011	Adult Basic Education, Adult Secondary Education, and English as a Second Language Instructors	Yes	Yes	No
25-3031	Substitute Teachers, Short-Term	Yes	No	Yes
25-3099	Teachers and Instructors, All Other	Yes	Yes	No
25-4013	Museum Technicians and Conservators	Yes	Yes	No
25-4031	Library Technicians	Yes	No	No
25-9044	Teaching Assistants, Postsecondary	Yes	No	Yes
25-9099	Educational Instruction and Library Workers, All Other	No	No	No
27-1011	Art Directors	Yes	Yes	No
27-1013	Fine Artists, Including Painters, Sculptors, and Illustrators	Yes	Yes	No
27-1014	Special Effects Artists and Animators	Yes	Yes	No
27-1021	Commercial and Industrial Designers	Yes	Yes	No
27-1022	Fashion Designers	Yes	No	No

SOC Code	Occupational Title	High-Skill	High-Wage	In-Demand
27-1024	Graphic Designers	Yes	Yes	No
27-1025	Interior Designers	Yes	Yes	No
27-1027	Set and Exhibit Designers	Yes	Yes	No
27-1029	Designers, All Other	Yes	Yes	No
27-2012	Producers and Directors	Yes	Yes	No
27-2022	Coaches and Scouts	Yes	Yes	Yes
27-2041	Music Directors and Composers	Yes	No	No
27-3011	Broadcast Announcers and Radio Disc Jockeys	Yes	Yes	No
27-3023	News Analysts, Reporters, and Journalists	Yes	Yes	No
27-3031	Public Relations Specialists	Yes	Yes	Yes
27-3041	Editors	Yes	Yes	No
27-3042	Technical Writers	Yes	Yes	No
27-3043	Writers and Authors	Yes	Yes	No
27-3091	Interpreters and Translators	Yes	Yes	No
27-3092	Court Reporters and Simultaneous Captioners	Yes	Yes	No
27-4011	Audio and Video Technicians	Yes	Yes	No
27-4012	Broadcast Technicians	Yes	Yes	No
27-4014	Sound Engineering Technicians	Yes	Yes	No
27-4015	Lighting Technicians	Yes	No	No
27-4031	Camera Operators, Television, Video, and Film	Yes	Yes	No
27-4032	Film and Video Editors	Yes	Yes	No
29-1031	Dietitians and Nutritionists	Yes	Yes	No
29-1124	Radiation Therapists	Yes	Yes	No
29-1125	Recreational Therapists	Yes	Yes	No
29-1126	Respiratory Therapists	Yes	Yes	No
29-1128	Exercise Physiologists	Yes	Yes	No
29-1129	Therapists, All Other	Yes	No	No
29-1141	Registered Nurses	Yes	Yes	Yes
29-1292	Dental Hygienists	Yes	Yes	Yes
29-2010	Clinical Laboratory Technologists and Technicians	Yes	Yes	Yes
29-2031	Cardiovascular Technologists and Technicians	Yes	Yes	No
29-2032	Diagnostic Medical Sonographers	Yes	Yes	No
29-2033	Nuclear Medicine Technologists	Yes	Yes	No
29-2034	Radiologic Technologists and Technicians	Yes	Yes	No
29-2035	Magnetic Resonance Imaging Technologists	Yes	Yes	No
29-2036	Medical Dosimetrists	Yes	Yes	No
29-2042	Emergency Medical Technicians	Yes	No	No
29-2043	Paramedics	Yes	Yes	No
29-2051	Dietetic Technicians	Yes	No	No
29-2053	Psychiatric Technicians	Yes	No	No
29-2055	Surgical Technologists	Yes	Yes	No
29-2056	Veterinary Technologists and Technicians	Yes	No	Yes

SOC Code	Occupational Title	High-Skill	High-Wage	In-Demand
29-2057	Ophthalmic Medical Technicians	Yes	No	No
29-2061	Licensed Practical and Licensed Vocational Nurses	Yes	Yes	No
29-2072	Medical Records Specialists	Yes	Yes	Yes
29-2099	Health Technologists and Technicians, All Other	Yes	No	No
29-9021	Health Information Technologists and Medical Registrars	Yes	Yes	No
29-9093	Surgical Assistants	Yes	Yes	No
29-9099	Healthcare Practitioners and Technical Workers, All Other	No	Yes	No
31-1131	Nursing Assistants	Yes	No	Yes
31-2011	Occupational Therapy Assistants	Yes	Yes	No
31-2021	Physical Therapist Assistants	Yes	Yes	Yes
31-9011	Massage Therapists	Yes	Yes	Yes
31-9091	Dental Assistants	Yes	No	Yes
31-9092	Medical Assistants	Yes	No	Yes
31-9094	Medical Transcriptionists	Yes	No	No
31-9097	Phlebotomists	Yes	No	Yes
33-1021	First-Line Supervisors of Firefighting and Prevention Workers	Yes	Yes	No
33-2011	Firefighters	Yes	Yes	No
33-2021	Fire Inspectors and Investigators	Yes	Yes	No
33-3031	Fish and Game Wardens	Yes	Yes	No
35-2013	Cooks, Private Household	Yes	No	No
39-4011	Embalmers	Yes	No	No
39-4031	Morticians, Undertakers, and Funeral Arrangers	Yes	No	No
39-5011	Barbers	Yes	No	No
39-5012	Hairdressers, Hairstylists, and Cosmetologists	Yes	No	Yes
39-5092	Manicurists and Pedicurists	No	No	Yes
39-5094	Skincare Specialists	Yes	No	Yes
41-3031	Securities, Commodities, and Financial Services Sales Agents	Yes	Yes	No
41-4011	Sales Representatives, Wholesale and Manufacturing, Technical and Scientific Products	Yes	Yes	No
41-9031	Sales Engineers	Yes	Yes	No
43-4161	Human Resources Assistants, Except Payroll and Timekeeping	Yes	No	No
43-9031	Desktop Publishers	Yes	No	No
43-9081	Proofreaders and Copy Markers	Yes	No	No
43-9111	Statistical Assistants	Yes	Yes	No
45-2011	Agricultural Inspectors	No	No	No
49-2021	Radio, Cellular, and Tower Equipment Installers and Repairers	Yes	Yes	No
49-2022	Telecommunications Equipment Installers and Repairers, Except Line Installers	Yes	Yes	No

SOC Code	Occupational Title	High-Skill	High-Wage	In-Demand
49-2091	Avionics Technicians	Yes	Yes	No
49-2093	Electrical and Electronics Installers and Repairers, Transportation Equipment	Yes	Yes	No
49-2094	Electrical and Electronics Repairers, Commercial and Industrial Equipment	Yes	Yes	No
49-2095	Electrical and Electronics Repairers, Powerhouse, Substation, and Relay	Yes	Yes	No
49-2097	Audiovisual Equipment Installers and Repairers	Yes	Yes	No
49-3011	Aircraft Mechanics and Service Technicians	Yes	Yes	No
49-3023	Automotive Service Technicians and Mechanics	Yes	No	Yes
49-3052	Motorcycle Mechanics	Yes	No	No
49-9021	Heating, Air Conditioning, and Refrigeration Mechanics and Installers	Yes	Yes	Yes
49-9062	Medical Equipment Repairers	Yes	Yes	No
49-9081	Wind Turbine Service Technicians	Yes	No	No
51-4111	Tool and Die Makers	Yes	No	No
51-5111	Prepress Technicians and Workers	Yes	No	No
51-9162	Computer Numerically Controlled Tool Programmers	No	Yes	No
53-2011	Airline Pilots, Copilots, and Flight Engineers	Yes	No	No
53-2012	Commercial Pilots	Yes	Yes	No
53-2021	Air Traffic Controllers	Yes	Yes	No
53-3032	Heavy and Tractor-Trailer Truck Drivers	No	No	Yes
53-5021	Captains, Mates, and Pilots of Water Vessels	Yes	Yes	No
53-5031	Ship Engineers	Yes	Yes	No



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